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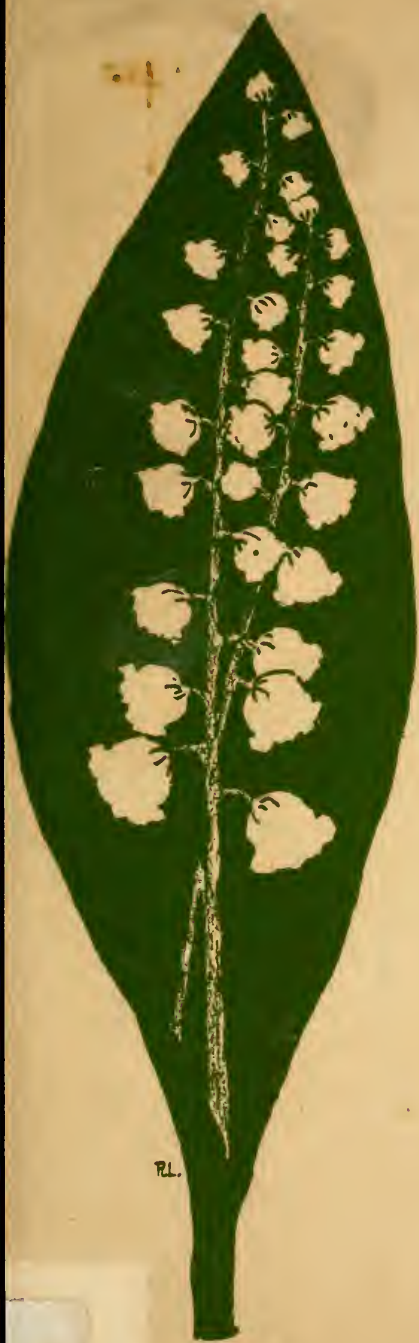
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VALPARAISO HIGH SCHOOL
(IND.)
ANNUAL

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ANNUAL



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Annual

Valparaiso High School

Valparaiso, Indiana



Published by the
Class of
Nineteen Hundred and Fourteen

GENEALOGY DEP'T.

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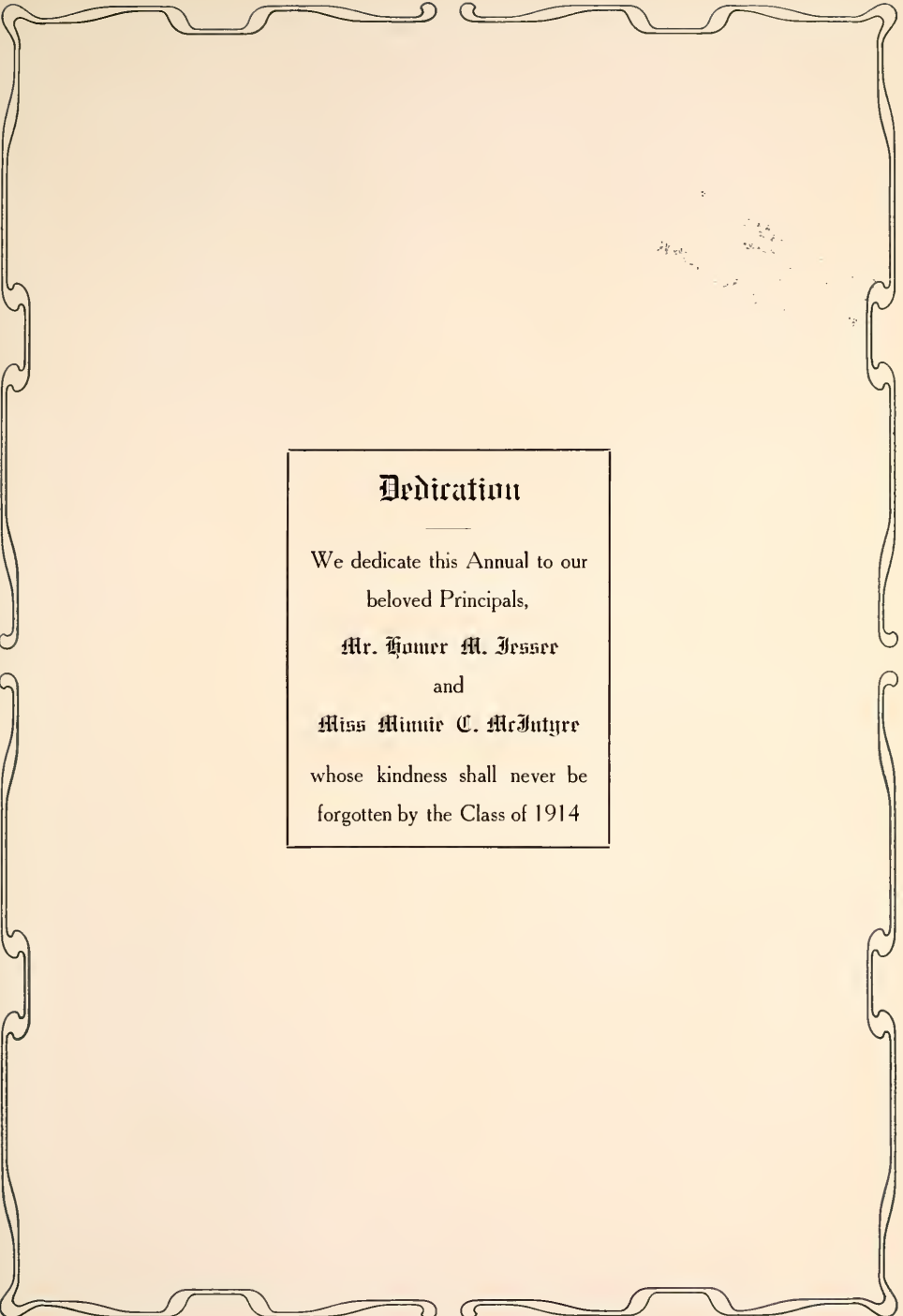
EUGENE SKINKLE, Superintendent



HOMER M. JESSEE, Principal



MINNIE C. MCINTYRE, Asst. Prin.

A decorative border with a repeating scroll-like pattern surrounds the entire page.

Dedication

We dedicate this Annual to our
beloved Principals,

Mr. Homer M. Jesser

and

Miss Minnie C. McIntyre

whose kindness shall never be
forgotten by the Class of 1914



MABEL BECK



OLIE WELTY



MABEL BENNEY



MABEL E. YOUNG



MILDRED ARCHER



MAE MCKINNIS



ALEXANDER STOUT



THOMAS G. BLUE



IRA L. SPEAR



MYRA MENDENHALL

Senior Class

Motto:---"Fair Play"

Colors---Green and White

Flower---Lily of the Valley

Officers

PRESIDENT	- - - - -	WALTER LLOYD
VICE-PRESIDENT	- - - - -	VELMA DAGGETT
SECRETARY-TREASURER	- - - - -	JAMES KELIHER

Class Roll

Ruby Young	Ruth Cornish
Annetta Collins	Leslie Casbon
Orval Mains	Mary McCue
Walter Lloyd	Garrett Conover
Edna Curtiss	Jeannette Barnes
Minnie Bruns	Edith Weems
Owen Kenworthy	James Keliher
Alma Welch	Martha Stoner
Harold Shaw	Margaret Zimmerman
Carrie Meade	Kate Longshore
Pearl LaForce	Bennett Clifford
Edith Jones	Velma Daggett
Gladys Snyder	Zola Stroup
Garland Windle	Joseph Bradley
Ruth Louderback	Blanche Recktenwall



RUTH LOUDERBACK
"Rufus"

Librarian. "The brightest head in the class."

Ruth has always been a bright girl in more ways than one.

She has shown a sincere earnestness and studious disposition thru all her school life.

MARGARET ZIMMERMAN
"Zimmer"

English Expert.

Margaret is a tall girl who is willing to talk when there is any talking to do. We owe her many thanks for exhibiting her powers of speech in class when we did not know what to say.

GARLAND WINDLE
"Garly"

Garland is an important old duffer who sits in the Assembly Room and pretends to study. He knows a good thing when he sees it (If you don't believe this, ask Marie).

JOSEPH BRADLEY
"Joe"

Anyone would know from one glance at his smiling countenance that he grew up in the environment of our local saint-producing burg. He studies occasionally when he can spare the time from Evelyn.





ZOLA STROUP

"Billy"

Orator.

A pretty but modest girl who never believes in making a noise unless taking a joy ride with the Seniors. Zola is the champion prize winner at parties.

MARY McCUE

"Mac"

Class Will.

"Every one has a right to his opinion."

Mac is our peacemaker. It is hard to tell where some of our struggles would have ended if it had not been for Mary.

GARRETT CONOVER

"Gary"

Athletic Editor.

A man of brainy action and pleasant temper. His greatest pleasure is to go on a sleigh ride with the Juniors, and come home (early?). (There's a reason).

JAMES KELIHER

"Jim—Skeeters"

Asst. Business Manager; Secretary; Treasurer.

As headstrong as an allegory on the banks of the Nile.

"Tis said he had a tuneful tongue,
Such happy intonations,
Wherever he sat down and sung,
He left a small plantation."





GLADYS SNYDER
"Glady"

"Don't do today what yon can do to-morrow."

Gladys believes in throwing care aside and taking things as they come.

JEANNETTE BARNES
"Franky"

"The Senior Song-bird"; Society Editor.

"Music hath charms

To soothe the savage breast"(of Frank)

"Jeanet-tie oft with anxious care

Adjusted twice a single hair."

ORVAL MAINS
"Shorty"

Orator-Musician-Lawyer-Editor-in-Chief.

Little, but Oh, My! Just a boy with a man's characteristics. Short in stature but long in gray matter. Shorty has always been and will always remain one of the "Main" workers of the class.

OWEN KENWORTHY
"Hello Owen"

Alumni Editor.

Seeing is believing. Owen could live on common sense.

"—strong in will

To strive, to seek, to find, and not to yield."





EDITH JONES

"Edy"

Orator; Joke Editor.

An advanced thinker along the line of athletics. In fact, Edy goes so far as to claim that the development of the body should go hand in hand with the development of the mind. That's why her mind is so greatly developed. (Vat's dat? Ya, dass iss so.)

MARTHA STONER

"Marsa"

Orator-Historian.

She can really speak three different languages:

Latin—Oh—tu—tu—tu.

"United States"—Oh—yon—you—yon.

German—Oh—Herman—Herman—Herman.

Afraid of mice?—Well I should say not. Her screams frighten the poor little harmless creature to actual death. Ask Herman.

HAROLD SHAW

"Doc"

Orator.

"Where is the girl I can not conquer?"

Harmless, affectionate and can not stand more than seven dates a week.

"There standeth Harold on the 'Brink of Life,'

But his mamma must choose his future wife."

BENNETT CLIFFORD

"Ben"

Master of Oratory, Expert Mathematician.

Bennett's long suit is argument (with the teachers after class.) He has three generous dimensions. Bennett is old enough to know his business, and big enough to tend to it—no cause for us to worry.





RUTH CORNISH
"Rufus"

A High School education has not had the right effect on Ruth, for she still likes to study. She has a spirit never ruffled by common occurrences and expects to teach school next year.

EDITH WEEMS
"Edy"

Class Prophet; Orator; School Teacher.

"A gentle ray of sunlight is she."
Edith is trying to fulfill her father's wish "that she go to school until fifty and then **teach** school the remainder of her peaceful life," by learning in her Senior Year how to teach music, and gymnastics and how to mold "horses" out of clay. She received her practice with the first graders.

WALTER LLOYD
"Skinny"

Orator-Lawyer-Class Pres.-Business Manager.

Here, we have it! The slight Boy Wonder, who can make more noise in a minute than a Dutch Band could make in a week. Noted for "not having studied any farther than **that**" in Latin. However, he is to be praised for his energetic work in behalf of the Senior Class.

LESLIE CASBON
"Les"

We're for the lad with a pleasant grin. Leslie was always ready to ask "Pa" for the horses in behalf of the Senior Class.





RUBY YOUNG
"Rub (e)"

Soloist.

A double light—a light complexion and a light voice. We all feel the need of ear trumpets when Ruby speaks. Nevertheless, Ruby can sing classy solos.

ANNETTA COLLINS
"Nettie"

Dramatist-Dressmaker.

Tho Annetta, with her golden tresses
Came from the good old farm,
She's skilled in making pretty dresses
And some day will make a pretty
school "marm."

PEARL LA FORCE
"Frenchy"

Musician-Missionary.

"Pure her heart, high her aims; she spoke ill of no one."

Pearl will perhaps spend the most of her life, calming the cannibals on some lonely island, with the sweet strains of her noted mandolin.

VELMA DAGGETT
"Cutty"

Vice President; Asst. Editor; Orator.

"A face of lily—beauty, with a form of airy grace."

A girl in whom cheerfulness and common sense strike a happy medium. Velma has been a persistent worker for the class.





CARRIE MEADE
"Cary"

One of those modest and reserved little maidens whose smile is so pleasant that it makes you forget all your "Trials and tribulations whatsoever they be."

KATE LONGSHORE
"Katydid"

She always tends to her own business and let others tend to theirs. It is very seldom that "Katydid" ever says "Katy-didn't."

ALMA WELCH.
"Elmie"

Lecturer.

Who knew that the "Welch" were so fond of lectures? However, Alma is, for she can give a lecture as well as listen to one. She will make some boy happy some day, because listen, boys! besides being skilled in lecturing, she is also skilled in cooking and sewing.

BLANCHE RECKTENWALL
"Reck"

She had her troubles but she kept them to herself and was a ray of sunshine to all.





MINNIE BRUNS
"Miny"

"For she was jes' the quiet kind,
Whose natures never vary."
It is impossible to see how Garrett
could become so angry at her because
there happened to be a button off his
shirt.

EDNA CURTISS
"Ed"

A quiet little miss with the sweetest of
smiles. You can always depend on Edna
—unless you want a noise. At such
times, she lets Harold make the noise.

EX-MEMBERS OF THE CLASS OF 1914

Pearl Anderson

Clarence Brown

Myrtle Davidson

Althea Gustafson

Dorothy Heineman

Irene Hicks

Fred Lansdown

Walter Shroeder

John Van Ness

Theron Young

Joe Cosgrove

Clara Hutton

Lucia Spayd

Helen Billings

Clifford Chartier

Grace Huddleston

Charles Miller

Martha Vevia

Dale Dolson

Carl Corson

Mabel Hallinger

Gertrude Volkee

Ethel Spray

Florence Beem

Ethel Cuson

Fay Dillingham

Raymond Hayworth

Lane Herrick

Lizzie Hineine

Harriet Marimon

Clifton Tidholm

Alice Voagelei

Margaret Keliher

Hubert Runkel

Ralph Russell

Geneva Brummitt

Forest Brown

Irene Griebel

Bernhard Lemster

Harold Miller

Mary Ellen Brown

King Bailey

Carl Haman

Claude Prentiss

Emerson Cota

Florine Goetz Smith

EDITORIAL STAFF

ORVAL MAINS	- - - - -	Editor-in-Chief
VELMA DAGGETT	- - - - -	Assistant Editor
WALTER LLOYD	- - - - -	Business Manager
JAMES KELIHER	- - - - -	Assistant Manager
MARTHA STONER, Historian		MARY McCUE, Class Will
EDITH WEEMS, Prophecy		JEANNETTE BARNES, Society
OWEN KENWORTHY, Alumni		GARRETT CONOVER, Athletics
EDITH JONES, Jokes		ROSEMARY LAWRENCE, '17, Artist

EDITORIAL.



IN PURSUANCE of the past custom of the Senior Classes of the High School of editing an annual, we, the Seniors of 1914, launch this publication upon the critical public.

It has been our aim in selecting the pictures, recording events, and in gathering material for this book, to use such material as would recall pleasant memories; promote a better feeling among our fellow students; tend to produce the right understanding between the faculty and the student body; and to lay things forth just as they are. Therefore, if some of our articles seem a little pessimistic, we beg our readers not to censure the authors as individuals but the institution, and to arouse yourselves and work for the betterment of the existing conditions.

We wish to thank all of those whose help has made this publication possible—especially Miss McIntyre and Mr. Jesse, who, by their helpful advice, have shown us through many difficulties—and we hope that this year's edition will play no little part in making a bigger and better V. H. S.

EDITOR-IN-CHIEF.



DEPARTMENTS



HISTORY.

BYRON has said, "History with all her volumes, hath but one page," and our able instructors of history in High School have planned the work so well and made it so interesting that the pupils are inspired with enthusiasm to learn more of this "page" than can be learned in the short High School course.

The history course as required consists of four terms' work—two of Ancient History and one each of Mediaeval and Modern History.

In the first term a study is made of the antique civilizations. Egypt, Assyria, Babylonia, Phoenicia, Persia, India, China and Greece are carefully studied. Not only the essential facts of their respective history are studied but also some time is given to their literature, religion, architecture, character and habits. The entire second term of the first year is given up to the study of Roman History. Rome is studied in its beginning, under the kings, as a republic, an empire and finally through its decline and fall. These two terms complete the study of Ancient History.

The study of Mediaeval History is divided into two periods—the Dark Age covering the time between the fall of Rome and the opening of the eleventh century and the Age of Revival extending from the opening of the eleventh century to the discovery of America in 1492. The history of the various nations is traced through the Age of Revival when the slow but sure advancement of civilization is the marked characteristic.

The Modern Age naturally divides itself into two periods—the Age of Reformation embracing the sixteenth century and the first half of the seventeenth and the Era of Political Revolution extending from the Peace of Westphalia in 1648 to the present time. The conflict between despotic and liberal principles in religion and government, always resulting in a victory for the liberal, is the subject in general of Modern History. A great deal of time is spent on the French Revolution and its effect upon the World.

Each pupil is, from time to time, given special topics to enlarge upon and report to the entire class and at least one day a week is devoted to current literature. Thus a pupil studying Ancient History

does not become dead to his own times and thoroughly acquainted with the old Egyptian civilization.

English History is also taught, and during the last year, our own American History is reviewed by grouping the important events of our nation with those of other nations, noting the connecting links and also the fact that history "forever repeats itself."

RUTH LOUDERBACK.

THE ENGLISH DEPARTMENT.



THE English Department, one of the most complete and methodical departments in the school, is under the able direction of Miss Benney, Miss Young and Miss Beck. Miss Young and Miss Beck have charge of the first, second and third terms' work. The fourth to eighth terms, inclusive, are entrusted to Miss Benney. One may say this is the most complete department because four years, or eight terms of satisfactory work, are required for graduation.

The early work spent with the prose composition is beneficial because it prepares one to write a clear and unified composition, and to speak fluently. The V, VI, and VII terms are given over to the study of the "History of English Literature." In English VIII a study is made of American Literature. Each pupil is requested to read two books a term and give a written or oral report on the same. This is considered a splendid idea because it acquaints the pupil with the author and with the conditions of the times in past centuries. A feature which has been introduced within the last two years is that each pupil appear on a program given by the members of his class. Plays have recently been produced. This plan not only shows the patrons what is being accomplished in the English work, but it causes the pupils to become able to speak with ease before the public and to acquire self-confidence. The call in the high school is for more public speaking than has yet been introduced.

During the fourth year the Seniors are required to write orations on some subject of importance in the present age. Different members of the class are requested to give their orations at a contest. One is better qualified to do this work if he has many times been a participant in the programs thruout his high school course. Much credit should be given Miss Benney for her advice and training along this line of work.

EDNA CURTISS.

WHAT'S THE USE OF LATIN?



ATIN is the foundation of five different languages, French, Spanish, Italian, Portuguese, and Roumanian. If this foundation is taken away, the structure will fall. The Ancient form of Latin has grown and developed to form these languages. English is Modern Latin plus Anglo-Saxon.

Latin is more nearly the tongue of universal language than any other tongue. Although students for the professions of law, medicine, and engineering need to understand it, yet it is helpful to every boy and girl who attempts to study it. Some people say that Latin is not practical. Why not as practical as Geometry or History? All these subjects are means of strengthening the mind. Latin throws light upon grammar and forms an excellent foundation for all grammatical study. Latin is also a great cultural subject.

It is true that Ancient Latin is a thing of the past, but like history, if one may understand the present one must have an insight into the past.

The first year of Latin is spent in studying the forms and structure of words. This is a very important work, for if a good foundation is not made, the remaining Latin will not be successful. In the Second semester of this year's work, the girls are given an opportunity to take up the work in Domestic Art or Domestic Science while the boys may take Manual Training, Botany, or Agriculture. In the second year Caesar's Gaulic Wars are read. This gives some information about the Ancient Romans and their ways of fighting. In the third year, all the students are anxious to begin Cicero's Orations because they are different and not quite so monotonous. The most enjoyable year of all is the last year. The story of the wanderings of Aeneas are read. They are interesting and not difficult to read. Some students drop out of the class at the end of the third year, tired of Latin, but they miss more than they realize.

RUTH A. CORNISH.

COMMERCIAL DEPARTMENT.



HE commercial department of the Valparaiso High School consists of three divisions, Phonography, Typewriting, and Bookkeeping.

The system used for Phonography is that of Benn Pitman, an Englishman, who invented and published it in 1832. This system has stood the test of all the most difficult kinds of reporting—legal, legislative, journalistic, and commercial. It is always reliable in a storm. One who takes a thorough course in this will also require a considerable knowledge of English. Phonography is very helpful to all and with sufficient study is easily mastered.

The touch system is the method used in Typewriting and it is considered the best system along that line, because it enables one to write much faster, keeping his eyes upon his notes while transcribing them upon the machine. The students are also taught the mechanical parts of the machine, knowledge which is essential to every stenographer. Accuracy first and then speed are the two important aims of Typewriting. It includes the copying of legal forms, letters, envelope addressing, and tabulating work. Dictation is given personally to each pupil until he is able to write from forty to sixty words a minute. Typewriting is the most practical study in the whole field of education and is growing more in demand every day.

The course in Bookkeeping is perhaps less extensive than the others, but is such as to give the student a knowledge of accounting besides the ability to keep a systematic record of business transactions, and the state of business in which they occur. Recently the course in Bookkeeping arranged by Professor C. W. Benton, has been adopted by the High School.

Miss Mabel Young who is at the head of this department is very efficient and has endeared herself to the pupils under her, by her kindly interest in each.

GARLAND WINDLE.

THE SCIENTIFIC DEPARTMENT.



ONE of the most interesting and most practical courses of study taught in the High School is the scientific course. More improvement has been made in this department within the last year than in any other department of the High School and as a result more interest has been shown than heretofore.

Botany is taught the first year, Zoology the second, Chemistry the third, and Physics the fourth. Agriculture may be substituted for any of these subjects the second term of each year if desired, hence teaching a four years' course in Agriculture. Physical Geography is now taught in the fourth year instead of the first.

The boys in the scientific course are no longer compelled to take Manual Training and the girls are not compelled to take Domestic Art or Domestic Science, but any student, even in the Latin course, wishing to take this work may do so. Two periods are given to this work and full credit is given at the end of the term. The girls are interested in Manual Training and the boys as well as the girls are learning how to cook. Household Chemistry is taught in connection with Domestic Science.

The interest shown and the good work done in these subjects are largely due to Miss Mendenhall, Mr. Blue and Mr. Stout, the science teachers, who are always interested and ready to help.

ALMA WELCH.

MUSIC DEPARTMENT.



IN THE first semester of this school year the High School was actually the possessor of a Harmony Class. This class, in which there were four members, followed the course of study given here in brief outline.

Introductory work	(d) Augmented
Keys and their relationship	Dominant 7th and other 7th chords
Intervals	Cadences
(a) Dissonant	(a) Plagal
(b) Consonant	(b) Authentic
Various Measure Forms	(c) Complete
Major Scales	(d) Complete Extended
Minor Scales	(e) Deceptive
(a) Three forms	Composing of simple melodies
1 Historic	Harmonization of melodies
2 Melodic	Analysis of Songs
3 Harmonic	Modulation
Triads and Inversions	Diminished leading tone 7th chord
(a) Major	and its sixteen resolutions
(b) Minor	Ear training
(c) Diminished	

On Tuesday and Thursday mornings, part of last and part of this term, a short period of singing was held in the Assembly Room for the High School in general. (If you want to know whether this cheered us for our classes, ask Professor Jessee and hear what he thinks about it).

At the oratorical contest, a girls' chorus composed of Senior girls sang at the beginning of the program and also at the close of the orations. At present there is a Senior Chorus undergoing preparation for singing at their commencement exercises in May.

A High School Orchestra was organized about the first of March of this year with a membership of nine under the leadership of Miss Archer. The organization progressed rapidly and gave pleasing concerts on various occasions. We hope that the enthusiasm for music in our High School will grow and become the factor of strength which it deserves.

PEARL LA FORCE.



MATHEMATICS.



UR High School possesses such a corps of teachers that any pupil may be proud of their efficiency.

Supt. Skinkle, head of the Mathematics department, teaches plane and solid geometry and trigonometry. He is an instructor of many years' experience, whose vivid and interesting exemplifications of the subject never fail in the class room to receive the closest attention and hence attain the best results. Prof. Blue has charge of the first term's geometry and mental arithmetic; his ambition and enthusiasm have been very inspiring. Review arithmetic is in charge of Miss Beek, whose persistency makes her a favorite with all her pupils. The school management was very fortunate when it obtained the services of Principal Jessee. He has charge of all the Algebra classes. His tactfulness in handling his classes and his unbounded energy have been very stimulating to the boys and girls in his department.

These four teachers constitute such a staff that we may truly say,

“And in misfortune’s dreary hour,
Or fortune’s prosperous gale,
’Twill have a holy cheering power—
‘There’s no such word as fail.’ ”

JOSEPH HAROLD SHAW.





THE MANUAL TRAINING DEPARTMENT.



HE Manual Training Department of the V. H. S., established by the alumni in 1908, is one that we can be proud of. Mr. Wallace had charge of it the first two years, and although he labored under many difficulties, because of the work being new, he started the ball rolling very smoothly. From 1910 to 1913 Mr. Davis had charge of the department. He was a very competent instructor and good pieces were turned out under his direction. In 1913 Mr. Ira Spear became manual training instructor. Mr. Spear is liked by all and the department has continued to thrive and its efficiency to increase.

At first the manual training room contained only benches and bench tools, but in 1912 two turning lathes and motor power were added and in 1913 the room was enlarged to almost double its former size. Mechanical Drawing was added in 1910. Pupils must now draw a model of the article they choose to make and after it has passed the instructor's inspection they make the article according to their drawing.

The night school is another important feature of the department. There are now about one hundred forty taking the night work. The boys seem to like this work, because they all come of their own will, and Mr. Spear reports that he finds difficulty in making them stop at nine o'clock. Further, the night school gives the industrious boy who

has not time to go to school in the day time a chance to pass an enjoyable evening in a good place.

The Manual Training Department is a very important part of a school and should be installed in all high schools, for it not only affords a change in work during the day for the regular day pupil, but it gives him a training with tools. Since most men work with some kind of tools, it is a great advantage for a pupil to get his training while young.

LESLIE CASBON.

DOMESTIC ART.



THE Domestic Art taught by Miss McKinnis aims not only to give the child a practical working knowledge of various stitches and processes in plain sewing and their application to simple useful articles, but also to be a helpful part of the school curriculum and life and to assist in a better understanding of social and industrial problems of the world.

The work is given to pupils from the first grade up until they are thru High School. In the lower grades the pupils are taught to make simple articles for every day use. In the Seventh and Eighth grades, and also in the High School, they are taught the use of the sewing machine and to make their own clothing. The work is required of all the pupils (especially the girls) in the grades. However, in the High School the pupils in the Scientific Course are required to take it, but the pupils in the Latin Course are not required to take it unless they so desire it.

The Domestic Art teaches that all manual (or hard work) may serve as a training thru motor activities for the foundation of right habits of thought and action; that this particular phase of manual work has a very practical aspect which is of the greatest importance in stimulating the child's mental faculties by arousing the imagination, judgment, will and perceptive powers and memory reason.

The teaching of Domestic Art always makes a place for the four predominant characteristics of the child nature.

Domestic Art does not aim at purely technical skill, but attaining habits of usefulness. It establishes discipline and by repetition develops these habits. Some of the habits developed are impressions of mental images, muscular activities, order, neatness, accuracy, self-reliance, truthfulness and diligence.

With these fully developed success will surely follow by making the pupil independent and if need be, to go and earn her own livelihood and make honest, upright citizens in the world at large.

RUBY YOUNG.

DOMESTIC SCIENCE DEPARTMENT.

"Bread is the Staff of Life."



DOMESTIC SCIENCE was introduced into the Valparaiso Public Schools in the fall of 1912. No other subject taught has ever created as much interest or proved more beneficial to the student than Domestic Science. The Domestic Science work was started by Miss Bushell and is now being carried on under the auspices of Miss Mendenhall. In connection with the cooking, there are classes in Household Economics and Household Chemistry. Household Economics is a study of food and its relation to the body and Household Chemistry is a study of the art of practical house-keeping and the chemistry of foods.

A new phase of the work is the summer school, introduced last summer and the night school introduced in the early winter. The summer school had an enrollment of about eighty, and at present there are about eighty attending the night school. There are classes on Monday, Tuesday, Wednesday and Thursday nights. The Monday night class is made up of girls that have had some work in the Domestic Science. The Tuesday night class is a class of High School boys. These boys are working along the line of camp cookery and are very enthusiastic. (Especially when it is time to eat). The Wednesday and Thursday night classes are made up of working girls. All of these classes are free to the people of Valparaiso. In the day classes, there are about ninety grade pupils and twenty-five High School pupils.

As all must eat to live, why not learn to prepare what you must eat in a way that will secure a better and cheaper living? This is what Domestic Science teaches. Miss Mendenhall is a very capable teacher and beloved by all her pupils; she is also greatly interested in her work.

ANNETTA COLLINS.



Sail on, O Seniors, strong and great!
Stand firm against all hidden fate!

Even Freshmen, with all their fears,
Entertain hopes for the future years.

Never be ashamed to reveal
Not folly, but all that's real.

In spite of weak marks on our faces
Inward graces are seen by many traces.

Our hearts are on a future goal;
Our ship, we hope, will miss the shoal.

Right into the harbor of God's own light
Reveling in the palace forever bright.

Seniors of 1914 seem to say
Sail on! Sail on! Till the Glorious Day.

"THE SENIORS."

(As seen by a Junior).



ALKING about Seniors,
There's nothing much to say;
They just go around to parties
And spend their time in play.

They don't know how to study
And do other things as well.
How they ever pass is funny
And more than I can tell.

They surely are a funny bunch,
Supposed to know a lot,
But all they know is how to lunch
And also "gad" about.

A GENTLE REBUKE TO ABOVE JUNIOR.

I thank you, my fine Junior,
For my character expressed so well,
But how you ever found this out
I'm sure I cannot tell.

Could it have been a slumber story
Which you heard your mama tell?
Or was it a wild, fanciful dream
Like "Pussy In a Well?"

If your mama told you this,
She surely was mistaken
For when the SENIORS are at work,
In work they can't be beaten.

But if it was a dream
And dreams thus affect your head,
Why, take my good advice—
Eat less ere going to bed.

No my little Junior
(But how I hate to tease thee?)
The Seniors have their share of work
Tho they seem to take it easy.

HISTORY OF THE SENIOR CLASS.



NINETEEN TEN a crew of sailors set sail in the schooner "Freshie." They spent their leisure moments in studying Latin, English, and German so that they might be able to talk with the people of different lands; Manual Training that they might repair their ship; Domestic Science that they might do their own cooking and sewing; Botany and Zoology that they might appreciate the plants and animals they discovered on their tour. On this first voyage they were frightened and often lost their way. But by the aid of the experienced Pilots who had directed many "Freshie" ships across the "Sea of Knowledge," they finally reached the end of their first voyage.

On the second voyage the sailors set sail in another ship named the "Sophomore." They found more time to become acquainted with one another on this voyage and they picked up several wanderers who had been left by the preceding ships, and others who had come from distant lands. The ship stopped at an island in the middle of the voyage and when it was ready to start again part of the crew had wandered out to see the sights and did not reach the landing in time to sail with the "Sophomore." Others made a permanent settlement upon this island.

On the third voyage our mariners sailed in the "Junior" and they decided that by organizing they would be able to take care of themselves. Kate Longshore was chosen captain of the crew, Bennett Clifford, first mate, Orval Mains, keeper of the log, and Mary McCue, purser. Kate was now commander, but of course Bennett was always on hand if for any reason Kate was unable to act as guide (?) Orval was recorder of all events and Mary was the keeper of the dues which were paid by each member of the crew at the first of every month. With this money they were able to entertain the Senior crew of 1913. Toward the end of this voyage their dear friend, School Spirit, became very ill and nearly died.

On September 1913 they entered on the most enjoyable trip of all in the "Senior." They selected new leaders for this voyage. Walter Lloyd was chosen captain, Velma Daggett, first mate, and James Keliher, purser. Every week the "Seniors" were entertained by some member of the crew. Everything seemed to go along peacefully until the color committee reported the ship's colors. Mary declared that every one had a right to his own opinion, but Jeannette thought otherwise. Early on the voyage of 1914 emblems were selected which every member of the crew wore whenever on duty. Toward the end of the voyage each one of the crew began to seek diligently for his credit slips in order that he might leave the ship "Senior" and receive an honorable passport. Those who have not been able to find thirty-two credits must sail for another year with the "Senior."

MARTHA STONER.



JUNIOR HISTORY
or
THE CHRONICLE OF THE GILGALITES.



AND it came to pass that at Christmas in the year when Taft was ruler over the land, a band of Gilgalites came forth from the land of Gilgal. And a leader of the Ayrians appeared unto them saying, "Go ye greenies into the mathematics room; sit there with your hands folded and decide what course ye intend to take; whisper not unto one another for I, the leader, Eugene of the race of Skinkle, want it not." And so the Gilgalites did as they were bidden.

After Eugene of the race of Skinkle had reigned one year, it came to pass that another band of Gilgalites came forth. When he had been leader two years, Eugene was made king over the Gilgalites and a certain Jessee was chosen leader. And it came to pass that Jessee gave unto his people certain commandments saying, "Because I have called and ye have refused, I set forth these commandments:

1. Thou shalt not whisper.
2. Thou shalt not leave the room without permission.
3. Thou shalt not covet thy neighbor's Chemistry note book, nor

Physics papers, nor anything that is in thy neighbor's desk." And so saying, he departed.

And when three years had elapsed and the feast of the nativity was at hand, the Gilgalites were summoned unto Mabel of the race of Benney who spoke thus unto them, "Forthwith thou shalt give a play before thy brethern." And so it happened that never before was such a wonderful play given.

After one hundred and twenty days had passed the king, Eugene of the race of Skinkle, called unto the Gilgalites saying, "Come ye into the mathematics room." And it came to pass that the Gilgalites did as they were bidden and into that room they went. Now there was in the band a certain youth named Jonathon whom the Gilgalites chose as their leader. Jonathon spake unto them saying, "Be ye never afraid, I will protect thee forever." Now it happened that there was a maiden named Abigail and a youth named Malecabo among the Gilgalites and these two did the Gilgalites also choose as leaders. And it came to pass that Jonathon, Abigail, and Malecabo leading the band of Gilgalites, started out for the land of knowledge five hundred miles beyond the Red Sea.

JULIA ARVIN.





FRESHMAN'S YELL.

Raw! Raw!
Pa! Pa!
Ma! Ma!
Milk!

THE CLASS OF NINETEEN SEVENTEEN.



ON a bright day in September of 1913, a band of students marched through the High School entrance, and ascended the winding stair to the upper corridor. Beset with fear and trembling, yet impelled with curiosity and ambition, they passed through the door into the vast assembly room. That band is now the honorable Freshman Class. Like all other classes, '17 has a history, and this history I would recommend to the careful study of those classes which succeed us. We enjoy the distinction of being the first class to enter the High School under military rule. The prospect was terrifying, but we soon overcame that and are now unanimously devoted to the service of General Jessee.

Feeling the responsibility of having among our number more than one bright mind whose future achievements are to dim the records of the past, we have denied ourselves many distracting pleasures. The line of athletics with its promise of mere physical development and frivolity has had no power to deceive us to the greater value of the training of the matchless powers of the mind.

It was only at the solicitation of those in authority together with a generous feeling for our fellow school-mates that we were prevailed upon to give one day to pleasure. That was the occasion of the appearance of the Continental Congress and their entertainment by the Colonial Dames—all of the Class of Seventeen. Vibrating with patriotic oratory and tea-table talk, we served our banquet and had our pictures taken, to the utter amazement of those who had been freshmen in other years. We wished only to demonstrate that when occasion demands we shall be no novices in social activities.

In conclusion of this, the first installment of what must be a great history, a word of counsel will not be amiss. The Seniors are possessed of the idea that after their departure the name of Valparaiso will be no more. Worry not, my friends! While the class of 1917 is enrolled in the Valparaiso High School the colors, red and white, shall rise higher and brighter until those coming after us may well ask,

"Who put that pennant up so high?

We can not reach it if we try."

And this answer shall flash across the scene

" 'Twas done by the class of Seventeen."

HELEN JOHNSTON.

HISTORY OF THE SOPHOMORE CLASS.



UR infancy in the High School cradle is over. We have been rocked and tossed about by our elders who took a great delight in calling us "Freshies." We are learning to be dignified, and know the meaning of manners which we intend to practice as soon as we become Juniors.

Although we are now so near that we dare lift our eyes to Juniors, we know that the Seniors are far beyond us in wisdom; but we are now on the verge of crossing the threshold which will give us a glimpse of the promised land—our Senior Year. The passing from Freshman to Sophomore has been an indescribable experience in evolution, and we are sure that by the time we have reached the Senior Year our spinal column will be fully developed.

Our class is a normal, healthy class. We are congenial, lively, and candid. We always agree even when we disagree. Our debates are warm but not heated. We have debated everything from domestic to national affairs; from the question, resolved: "That automobiles should not be allowed on Main Street during the coasting season," to resolved: "That the government should control the railroads." It was surely hard after making our most distinguished appearance in dramatic art as gods and goddesses, to wake up the following Monday morning and find that we were only members of the Sophomore class.

Thanks to our chaperon, Miss Beck, we have safely traveled through Egypt, Assyria, Babylon, and Greece, and for the time being are safe in the Roman Empire.

As Sophomores, we are modest about what we have accomplished, but we hope that we have set a good example for those who are to follow in our footsteps. In 1916 there will be **much** excitement in local circles and also **some** interest in national affairs. It will certainly be an unusual year; as at the rate we are now going, our class will graduate and incidentally there will be a presidential election.

HELEN FARGO STEVENS.



THE FIRST ORATION AGAINST THE FRESHMEN.

(Apologies to Cicero)

HOW long, oh, Freshmen, will you abuse our patience? How long will your stupidity baffle us? To what end will your unbridled whispering lead you? Does not the daily guard of the presiding teacher, the watchers in the halls, the fear of the principal, the gathering together of all the upper classmen, this strongly fortified place for studying, and the expressions on the faces of all the teachers, move you at all? Do you not perceive that your faults are known? Do you not see that your foolishness is held in check by the wisdom of the sophomores? Do you think we are ignorant of what you did yesterday, and what the day before; where you failed and what ponies you adopted?

Oh! what times! Oh! what customs! The sophomores know this and the seniors see it and yet you live! Live! in truth you even come into the assembly room, partake of our common ink bottles, and point out and designate with your eyes each one of those whom you wish to bother. We, however, wise men, seem to satisfy the faculty if we avoid your foolishness and mischief.

O! ye immortal gods! Where are we? What school do we attend? What kind of faculty do we have? Here, here, among our own numbers, students, in the most honored and most venerable school in our city, there are those who plan to fool away their time, and fail in class, and what is more, to flunk at the end of the semester.

The Seniors see this, and ask the opinion of the school about those who ought to be expelled, but instead are even allowed all privileges.

EDITH JONES.

KIDS, I have studied, oh so long, with pain
That mine strength is rent and wore
And my poor brain hath spent her spared store
Yet little good hath got, and much less gain.
Such study makes us all so poor

And sit so idle, when the teacher doth her strain.
The dry old themes that I won't devise,
To fill Miss Benney's "Red Class Book," with an "A,"
Delighten her much—but nix not I.
She had the pleasure, I a slender prize.
I beat my brains, the themes from it did fly.

What good thereof to you can arise?
For let me tell you (Freshies) it don't pay.
Take things easy, and the diplomas'll (not) come your way.
VELMA DAGGETT.



WE, THE class of 1914 of the Valparaiso High School, in whom no wrong can be found, in possession of sound mind and memory do make and publish this our last will and testament.

I, Jeannette Barnes, bequeath my pleasing manner of chewing gum to Lily Shinabarger.

I, Minnie Bruns, bequeath my delight in sewing on (shirt) buttons for Garrett C. to Kathryn Kirkpatrick.

I, Joseph Bradley, bequeath my knowledge of chemistry to Geraldine Patton.

I, Leslie Casbon, bequeath my ability to walk down stairs without talking to Gail Fehrman to Howard Dodge.

We, Bennett Clifford and Harold Shaw, bequeath our oratorical powers to Fred Marston.

I, Garrett Conover, bequeath my athletic ability to John Shatz.

I, Annetta Collins, bequeath my dramatic ability to Helen Johnston.

I, Velma Daggett, bequeath my easy going walk to Mark Stoner.

I, Margaret Zimmerman, bequeath my ability to gossip to Irene Martens.

I, James Keliher, bequeath my striding walk across the assembly room to any girl who wears a real narrow skirt.

I, Owen Kenworthy, bequeath my quietness and blushes to Marion Doty.

I, Walter Lloyd, bequeath my talent for translating Latin to De Forest Muster.

I, Orval Mains, bequeath my small stature to Louis Stendahl.

I, Mary McCue, bequeath my love for Latin to Frederic Arvin.

I, Carrie Meade, bequeath my laughing brown eyes to Dorothy Lembke.

I, Kate Longshore, bequeath my Domestic Art training to Irene Ball.

I, Ruth Louderback, bequeath my learning in all subjects to Herbert Schleman.

We, Gladys Snider, Pearl LaForce and Edna Curtiss, bequeath our musical talent to Louise Horn.

We, Martha Stoner and Edith Jones, bequeath our joviality to Lylal Hughart.

I, Edith Weems, bequeath my gift of "prophecy" to Mona Bell Foster.

I, Ruth Cornish, bequeath my ability to make pies which will make no one sick, to Raymond Stowell.

I, Zola Stroup, bequeath my winning smiles to Luther Block.

I, Garland Windle, bequeath my business ability to Elmer Fogel-songer.

I, Alma Welch, bequeath my knowledge of history to Frederic Arvin.

I, Ruby Young, bequeath my soothing voice to Max Specht.

We, the Seniors, bequeath to our friends the Junior Class, our class spirit; to the Sophomore Class, all of our good times which are very numerous, hoping they may profit by them; to the verdant Freshman Class our vast amount of learning, which added to the small amount they brought in with them ought to make the Valparaiso High School a great institution of learning.

As the first articles for a high school museum we bequeath our assembly room seats, for having the class of 1915 sitting idly, where we have labored and achieved such honors, would make us uneasy even in our graves.

MARY McCUE.



PROPHECY



ONE day while pondering over my Latin I fell asleep in the Assembly Room. While I slept, I dreamed there was a meeting of the Conversation Club in 1954. The members of this sedate organization were Mrs. Jannette Barnes Clifford, Miss Edna Curtis, a dressmaker, Miss Martha Stoner, a policeman, myself, a teacher, and others. I will relate to you part of the conversation, which ran through my mind in my dream of that memorable afternoon.

Mrs. Clifford, "What do you know about it, I think it's just awful; Dr. Lloyd's chauffeur ran away with the cook! You know his chauffeur was one of our classmates, James Keliher."

Edna, "O, I think that is dreadful. Speaking of our classmates reminds me of something. I hear Bennett Clifford is doing a wonderful work in Africa among the heathens and that Garland Windle, by his influential speeches, has become one of the United States Supreme Court Judges."

Martha, "Oh, that is not half so astonishing as what I heard. I heard that Margaret Zimmerman has gone to Paris to study the new dances and that Harold Shaw expects to go, for the same purpose, in a short time. My, I never thought all this would happen to our class! Do you remember Orval Mains, that rather short boy that sat in the back seat when we went to school? Well, just to think he has become one of the greatest singers of today. Why, when we went to school, I didn't think he could sing nearly as well as James Keliher."

Edna, "Well, do you know I never thought there was much musical ability about Owen Kenworthy, Leslie Cashon or Garrett Conover when we were youngsters, but do you know, I heard them at Riverview last year and they played exceedingly well. Leslie played the cornet, Garrett the banjo, and Owen the violin."

Mrs. Clifford, "Not long ago Frank and I were in Chicago and attending one of the big churches. When the choir marched in lo—and—behold, I recognized Mary McCue, Velma Daggett, Pearl Laforcee and Ruby Young. The music rendered by that choir was the most melodious that ever reached my ears."

I was so absorbed in what the others were saying that I could only stammer out, "What has become of Joe Bradley, Kate Longshore and Ruth Louderback?"

Mrs. Clifford, "Why, Kate is delivering lectures on Woman Suffrage. I have heard they are exceedingly good. Joe is on a farm and Ruth Louderback is teaching kindergarten in Kouts."

Edna, "What has become of Minnie Bruns?"

Mrs. Clifford, "Why didn't you know she was a hair-dresser in Boston? They say she has become quite wealthy."

Edna, "Did you know Edith Jones was a tutor for an invalid in Cleveland?"

Martha, "O, mercy no! I always thought she would teach Latin."

Mrs. Clifford, "I suppose you all know that Annetta Collins is playing the part of Portia in the 'Merchant of Venice,' and Gladys Snider, the part of Nerissa?"

Martha, "Yes, I knew that a long time ago. Alma Welch has started a school for women. Her first pupils were Zola Stroup, Ruth Cornish, Blanche Recktenwall and Carrie Meade."

My dream ended when Mr. Jessee tapped my shoulder.

EDITH WEEMS.

ADVICE FOR SOPHOMORES.

1. Love thy faculty as thy answer book.
2. Do not bluff in thy Latin Class.
3. Study diligently when thy principal sits at the desk.
4. Do not "kick" at thy grades.
5. Do not "howl" at the length of thy English Lessons.
6. Do not harden thy heart against thy Geometry Teacher, but love him for the solid exams he makes thee take.
7. Have no more than three failures.
8. Do not use thy note book in Botany class.
9. Do not play "hookey" and go to the picnic.
10. Do not chew gum unless thou hast a stick for thy teachers.

SENIOR RECIPES.

Walter Lloyd:—Three cups of self complacency, tons of oratorical power, two cups of capability to bluff and bluff, a heaping cup of class spirit, stir in as much willingness as is needed to thicken it. Cook in a fast oven. Take it out as soon as you hear the roar of his voice.

Ruth Londerback:—Take one quart of reliability, two cups of ability, one heaping tablespoon of bashfulness. This compound must be fried until it is a delightful auburn, on top. "Always red dy."

Owen Kenworthy:—One quart of taciturnity that is dangerously near mutiny, an ample amount of dignity, which may well be termed senior, two cups of bashfulness, one heaping teaspoonful of politeness, and a big faculty for tending to his own business.

Garrett Conover:—To an ample fund of wit add three heaping cups of athletic ability, a cup of ability to entertain, a heaping teaspoonful of bluntness. Stir well. Cut in long slices and bake for two hours. The complexion of this should be very dark indeed.

"THE JUNIORS."



THE Juniors are a noble crowd (?)
With lots and lots to do
Their 'sposed to treat the Seniors grand
And give banquets tried and true.
They have no time to call their own,
But always for those older
Up against hard work are blown
And will be till they're bolder.

But still on second tho't to me,
In quiet moments thinking,
I wonder what the school would be
Without the Juniors' keeping?
No Senior ever could withstand
The knocks we are receiving
While Soph's and Freshies—
Well you know what time they spend in sleeping.

So noble Juniors hold your ground
And do as you are told
For things will soon be changed around
And you'll be Seniors bold.





ORATORY



The following orations won first place in the contests of the High School this spring. The author of "Crime and Justice" will represent the school at the Northern Indiana Contest to be held at LaPorte in May. The boys will not be represented at LaPorte by Mr. Clifford owing to the fact that he is too busy to prepare for the contest.

Our Duty in Politics.



AMERICAN politics of the present day is in a state of disturbance and commotion. By this I mean to say that politics is corrupt in many respects, that is;—there are too many bosses and too much machine rule by the big men of the parties. There was a time when the citizen of this land belonged to one of two parties, but now we have a great number of different political parties, and I think this goes to show that politics is corrupt, because these new parties have all been originated by men who wished to get into office and who could not get into office on the old tickets, so they started a new political party for the benefit of themselves and their colleagues. We have at present too much machine rule and too many political bosses, which evils, no doubt, ought to be eliminated. The citizen is in a state of bewilderment. He really does not know what party to belong to. His old party has been replaced by some new party of questionable origin and character.

Political ideas are so split up and enlarged upon that citizens very seldom vote a party ticket right straight through. They are often deceived by men who claim one policy and really execute another of an entirely different nature. Deceit has a great stronghold in the politics of the present time.

The citizen of today, as a voter, is badly confused by the different parties and platforms in politics. Some people say that if a man believes in the policies of one party, that man ought to vote for every man in that party who is running for an office, regardless of who he is and where he came from. But there are two sides to this statement. I believe that if the party in power has done all it could to promote the welfare of the people, their nominees ought not to be replaced by some inferior party, or any other party. There are some cases when a man is justified in not standing by his party. One case is when the party is composed of all, or a few, people of debased characters. Another is

when the party is composed of all, or nearly all, men who are not accepting the office for the benefit of the people, but for the benefit of themselves.

The citizen of today does not take as much interest in national affairs as he does in his own local elections. He sometimes votes for a man because he believes in him, and other times he votes for a man to beat the other fellow. In local affairs, the citizen is getting so he belongs to no party, but he casts his vote strictly for the man, which is the proper thing to do in most cases. The trouble in local affairs is that too many of us vote for the good of ourselves and not for the good of others.

The citizen of today, as a neighbor, with regard to civic improvement, is careless and negligent of his duty. He thinks too much of himself and not enough of the welfare of the other citizens. He is selfish when it comes to giving the public beneficial improvements, and he sometimes is selfish because the improvements do not benefit him individually. The citizen is too often backward about helping when it comes to cleaning up the diseases, dirt and rubbish of his town or city. Now this is a subject, in my mind, that is not being given due consideration, hence officers have not been given a suitable chance to better civic conditions. Citizens will become greatly excited over some evil and then, instead of keeping up their interest, will let the feeling towards better sanitation and other civic progress die out when the work is only half done. The citizen of today, with regard to education, is far superior to the citizen of the past. He sees his mistake when he has the chance to see and observe and, therefore, is making great progress towards insuring his child a proper education. In regard to public property and ownership of public utilities, also, he takes a great interest. The citizen, in regard to public morals, is too often not what he pretends to be. He pretends to do one thing, but is in reality doing another quite different. He talks against vice, but he does not help to eradicate it. The citizen, if he has any money, too often assumes an attitude of superiority and too often an attitude of independency. He is sociable only when the other citizens can do something for him, or he can get something for nothing out of the other fellow.

In regard to public utilities the citizen is a little more backward than he really ought to be. He hesitates in matters that concern him just as much as they do the ones who are directly interested—I mean the promoters.

If politics were clean and perfectly incorruptible the voters would nominate a clean ticket and they would have nothing but good, clean men in office. But the voters lose sight of this idea of clean politics and think that as long as the majority of politicians are corrupt it makes no difference whether they be negligent and careless of their duty, therefore, they vote for a man no matter whether he be a clean politician or not, and this matter of indifference leads to many evils.

The present condition of the country can be bettered by the improvement of our present system of politics. By that I mean, "Clean up politics, get rid of all the bosses and machine rule, the variety of political parties and corruption in politics." Abolish the grudges against personal enemies, especially if they are men who mean and deserve well. Keep religion out of politics in every election, both national and local. Be a citizen true to your neighbor in every respect. Be as interested in others as you are in yourself in regard to everything that is of public utility. Above all things, get rid of prejudice against each other and each others' mode of living.

Our duty in politics is to do all we can to abolish all diseases of politics. We must all be neighbors to each other whether we live in the same neighborhood, or not. We should strive to build up the purest and best politics in the purest and best way, and each and every one of us is able to accomplish something along this line. Our work may seem difficult, but as American citizens we ought to have enough pride and intelligence to overcome these difficulties and, especially, should we overcome our dislike to help in anything which is not directly beneficial to ourselves. I will talk no further on this subject because I believe that, "He who draws a labored length of reasoning out puts straws in line for winds to whirl about." I will leave this subject with you people to think about, and I am sure you will agree with me when I say that pure politics is the greatest need today of this country of ours, the United State of America.

Honorable Judges and My Dear Friends:

I thank you for your kind attention to me and to my other classmates.

BENNETT CLIFFORD.

CRIME AND JUSTICE.



IN THIS land, the greatest nation on the surface of the globe, there are a great many, **great** questions to which we, as citizens of the United States, should devote a portion of our time in order to better the conditions and to lessen, so far as we are capable, the great problems which are confronting us daily. Is there, do you think, opportunity to consider such a question as "CRIME AND JUSTICE?" Yes, there certainly is, and it is no small opportunity either.

The subject of crime is something which should command the attention of every intelligent man and woman. You cannot pick up a newspaper without seeing in bold print the account of some crime. Why is there so much crime in this nation which we gladly and proudly call the best? This will we learn later. Crime is an evil that has been

with us from the earliest time, but I do not believe that it has ever been so prevalent as it is in the present age. Although it seems to be our inheritance, that is no reason why we should accept and foster it, so that it can hand down its baneful influence to future generations. As long as it is an undesirable fact, should we stand idly by and encourage by mild sentiments such a terrible calamity? No, it should be eradicated and eradicated by this generation.

The ancients punished their criminals by starving, burning at the stake, by quartering, by flaying, by throwing them into the arena, or by any other horrible method which they conceived. We have come to an enlightened age, and do not think of punishing our criminals in such a hideous manner. We are beginning to realize that a criminal is really a sick person, and that he should have a remedy which will cure him. And who is to give him this remedy, the doctor? The doctor, did you say? Yes, the doctor. Why, how can a doctor cure a criminal?—think of it. That is not as difficult as you think. We shall be the doctors and reform will be the remedy.

The United States does have the reform spirit to some degree, and thus acknowledges that reform is necessary. If reform is necessary then let it be encouraged.

I wonder how many criminals there are in our country? There are at present eighty-two thousand, twenty-five thousand of whom are making a living continually by crime, and these people are proud of the fact that they can evade the government and can become famous in their wickedness. Some say other countries are just as bad as ours, for instance, Italy. They are greatly mistaken. Italy does not begin to have the number of crimes which we have. England does not compare with us. And why is it? Just this, they do not wait a year or so after the committing of the crime, before they take any action on it. Instead they decide the case immediately, and then see that the punishment is inflicted. In this country there are some crimes which are, you might say, never punished, for even if the sentence is pronounced, it is neglected and never imposed.

We are struggling in a great river flowing steadily onward into the Gulf of Insanity. How dare any one call this nation insane? Stop and think,—haven't we the greatest number of insane people, of any nation in the world? What causes our feeble-mindedness and our insanity? **Crime—crime—crime.** But what causes our crime? Are we wholly to blame? No, in the first place, England created for us a criminal class by settling this land in some parts with her superfluous convicts. Since we have the descendants of these criminals, we must take care of them. Crime is said to be caused by idleness, defective training, drink, city life, immoral associates, heredity, and environment—**environment**, friends. If a sick person is surrounded with everything favorable, will he not recover? Surely, unless he is beyond any aid. Just so with the criminal. Let him be surrounded with all that will elevate and uplift

and he too will recover. Of course there are some who have gone too far on their journey in life, to ever recover. These are the ones who transmit their crimes to their posterity. Still there is a remedy for this. This is where the government should step in and take the matter in its hands. Legislators should pass strict marriage laws, prohibiting such characters to marry. Then, and not until then, will **heredity** cease to be a cause of crime.

But, I say, let those for whom there is some hope be given a chance to reform, and they will reform. What does it? Environment—. We as individuals have a great part to play in this business of making people what they are. Perhaps our friend does a petty wrong and we never expose him. Very soon this petty wrongdoing leads to bigger and bigger wrongs until, at last, the wrongdoer is branded a criminal. Did we not help to make him what he is? He was encouraged to go on to greater wrongs, thinking he would never be found out. That was what environment did for him. What else is at work? What are some of the other evils of this American government? Criminals think of themselves as famous men. They evade the government; they see their pictures printed in the newspaper; they read column after column descriptive of their brave deeds; they hear no mention made of half of their crimes, and they are compelled to serve only a part of their sentence, if any sentence at all. They are encouraged by such treatment. Who would not be? These influences together with lesser influences form the other part of environment.

All of this crime can be stopped and will be stopped, before many years have gone by, by a decided change in government. This change is to be wrought by a great "Reform Movement." You cannot **force** the criminal into reform. You must deal deliberately with him. Nothing has ever been accomplished by force. Were people ever converted to Christianity by force—were England and Ireland ever conquered by force—was America ever subdued by force? Never! There must be patience, but there must be haste in trying the case of the criminal. If his sentence is a life sentence, then let it be a life sentence, unless he can be proved innocent. Not a life sentence in the sense of shutting him up behind the bars, away from every one, but a life sentence in the sense of using him for the good of others. Let him know that he is trusted and when trustworthy let him do work. What is the use of so much expense in trying to **force** a criminal into repentance? He can be allowed to work, not slavishly, but the same as any of our working men. There are a great many ways in which he can be given sufficient work to occupy his mind. Prison farms are beginning to be set aside where the criminals can work with a feeling of freedom. There are shops, where he is perhaps, allowed to try out his own inventions. Sometimes he is rewarded for his services, for a certain length of time, by having a certain amount of the money which he earns, saved for him, and perchance sent home to help support his family, if he has any. Also there

are places of learning, where the criminal can be educated and trained into the right way of living and thinking. Moreover, let the newspapers cease to praise the deeds of criminals, and let the government hasten "Social Reform," by first reforming the courts so that cases will not be neglected, so that there will be a record made of such proceedings, and so that all sentences will be carried out. These reforms along with a hundred others, will bring about the greatly needed change in environment. Is not **this**, my friends, dealing out justice to our criminals?

VELMA DAGGETT.

V. H. S.



HE V stands for old "Valpo,"
The H, for future "hopes,"
The S, for everyone's "Success,"
The V. H. S., for "Boost."

Then "Boost" let our motto be,
Boost for all that's right.
Help the school by "**Boosting**,"
Boost with all your might.

Boost for every scholar,
Boost for the teachers too,
Boost for athletics—
Try what boosting will do.

A gym won't come in a hurry—
Rome wasn't built in a day!
But when the thing does come,
The Boosters will make it stay.





THE CIVICS CLASS TRIAL.



THIS is the custom in our High School for each Civics class to have a mock trial. The purpose of this is to practice the legal knowledge gained through the study of Civics and various visits to the regular courts. The judge, jurors, lawyers and all the parties necessary to carry on the trial are selected from the class. The attorneys usually make up a case and it is tried at a time convenient for the class. The proceedings of a real court are followed as closely as possible.

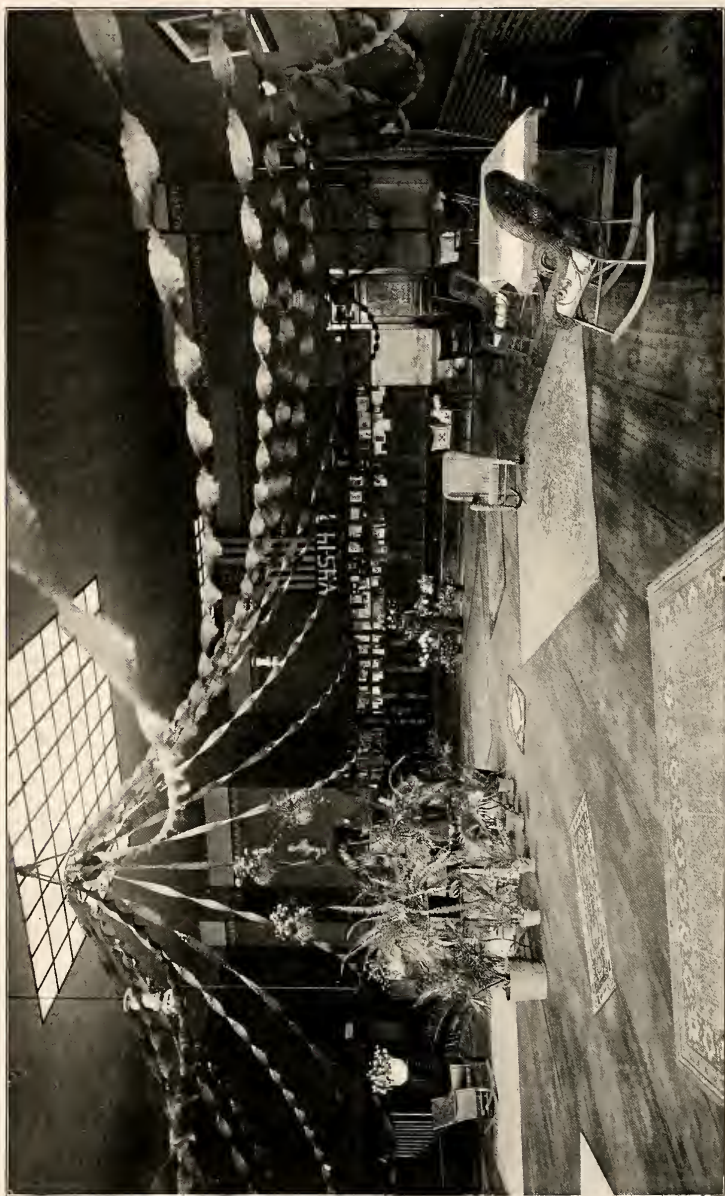
This year's trial—at which the accompanying photograph was taken, was an exceptionally interesting one. The plaintiff was James Keliher and the defendant, Joseph Bradley. To give cause for action, a meeting of the Civics class was called, during which the plaintiff and the defendant engaged in a mock fight. (Since the affair was a surprise, it seemed very real to the other members of the class, and a great variety of testimony resulted during the progress of the trial). The plaintiff thereupon sued the defendant for fifteen thousand dollars, alleging personal injuries to that amount. The case was set for the following week, and a large crowd, made up both of outside people and our fellow students, was present. They heard only a part of the evidence introduced by the plaintiff, since court was adjourned at 9:30 until the following day. However, it was surprising as well as interesting to note the various stories told by the different witnesses.

It took all the spare time of the class for three consecutive days to finish the trial. At the first 4 o'clock session, the defendant's witnesses were introduced, and at the second afternoon session both parties introduced their last witnesses. The next, and last, session of court was taken up by the arguments of the attorneys. The jury found for the plaintiff to the amount of three thousand, five hundred dollars.

Much good is derived from these mock trials, since they acquaint the student with the proceedings of the courts, and we hope that the trial of the class of 1915 may equal, if not exceed, that of 1914 in every way.

ORVAL MAINS.





V. H. S. ASSEMBLY ROOM IN ITS SOCIAL DRESS

SOCIETY




THE Senior class of 1914, made its debut into society by taking a sleigh ride. We selected an opportune time; that is, the roadside was lined with snow-drifts often four feet, three and one-half inches deep, or was bare. The snow drifts made a soft place to light in when any of the party were forced off from the load and the bare spots in the road aided Gary Conover to train for the Knox basket ball game by giving him a chance to walk and develop his muscle. (I also hear a rumor that this night's outing played no little part in developing Mr. Jessee's rooting power for this same Knox game). O! Yes! Mr. and Mrs. Jessee were along. We forced them out, overalls, aprons and all,—just to pay all our past debts to Mr. Jessee by dumping him into the snow bank. After riding around for some time, we happened past Mr. Blue's house, woke him up and washed his face with snow, and hastened to Albe's where we had a sumptuous feast. The menu follows:

Consomme' Asafoetida.	
Soft-shelled Angleworms.	
Pickled Pigsfeet with Toadstools.	
Mashed Horseradish.	Candied Onions.
Cockroach Sherbet.	
Burdock Salad a la 1914.	
Catnip Tea.	
Salted Acorns.	Quinine Lollipops.

On Feb. 26, the Senior class was treated to an oyster supper by Martha Stoner at her home. We spent the evening in playing and singing. A great deal of fun was created at Mr. Jessee's expense in helping him to see the **C** in "Hancock." A fine supper was served by Mrs. Stoner and the good time lasted until two o'clock, including the three mile stroll home through the ghostly fields.

Garrett Conover next entertained the Senior class at a 6 o'clock

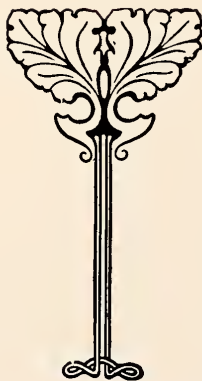
chicken dinner at his country home. They had everything good to eat and a royal time was said to have been had by all.

The evening of March 12, at Edith Weems' home, proved to be a very enjoyable one for the Seniors. A great deal of fun was created in making preparations for St. Patrick's Day.

On the 17th of Ireland the senior class laid aside its dignity to celebrate the birthday of St. Patrick. The girls appeared in green aprons and ribbons with hair dressed a la Kindergarten. The boys wore Buster Brown collars with ties of the same emerald hue—a reminder of youthful days. A short parade around the Assembly room gave the high school a chance to admire the costumes, after which the class was seated and listened to a few appreciative remarks by Mr. Jessee.

March 18th the seniors were entertained at the home of Orval Mains, at a March Wind Party. "Numerous stunts" characteristic of the month of March were carried out and proved very enjoyable to those present. At a very late hour they adjourned deciding that March winds are not as disagreeable as they hitherto had thought.

As this is only about the middle of our last term we are expecting several more good times together. Probably the most enjoyable will be the entertainment given to the Seniors by the class of 1915 ??? and also the reception given immediately after the graduation exercises.



THE DEBATING SOCIETY

OFFICERS.

President	-	-	-	-	-	-	-	Orval Mains
V. President	-	-	-	-	-	-	-	Fred Marston
Secretary	-	-	-	-	-	-	-	Roland Kenny



HE debating society of 1912 left, as they thought, a permanent organization for the benefit of the school. Their plans were to organize the girls as well as the boys and to secure joint debates with neighboring high schools. When the debaters of 1913 assembled, however, they failed to carry out all of their plans.

The growth this year has been rapid. Many new members have sought admission while few old ones have withdrawn. (Perhaps, the increased membership will engender more enthusiasm into the meetings of the society during the fall of the present year than has been shown this spring). The attendance has at times numbered nearly sixty. Two opinions exist concerning attendance. Some of the more radical members believe that a large audience is a necessity to successful debating, while the remainder, who include in their number some successful managers, think that the best work is done when there is no audience. They insist that a dozen boys really seeking knowledge through debating are distracted by an audience. However, we wish to have our friends attend and inform us of the mistakes we make.

There is a true importance in debating in high schools—it gives the member the essence of parliamentary law. For this reason, if for no other, stress should be laid upon debating. Many young people, and some of them possessing unusual ability, have been reared ignorant of the method of procedure used in government for the people and also by the people. Another benefit derived from debating is the fact that a person's wit is sharpened: he becomes capable of discerning quickly, and he is trained in public speaking. From practice, he learns to distinguish between matters of real importance and mere words and statements intended to confuse. He learns to discriminate in his research work between the trivial and the important.

During the year we wished to hold joint debates with Gary, Hobart and LaPorte. Two of the schools regretted that they had no organization along this line. The prospect for a debating team next year is fine and we hope that the debaters shall have a large, enthusiastic society in the fall of 1914.

ROLAND KENNY,

Sec'y.

CALENDAR

SEPTEMBER. 1913

1. School opens at 8:50 o'clock, dismissed at 11:00 for the rest of the day. Arranging program.

2. Freshies lost or stolen. Rules laid down to Freshies.

3. Every one restless, even the Seniors. Most conflicts settled (some record).

4. Gently settling down.

5. Miss McIntyre speaking in the assembly room. 3:20 Fri. "You all have shown such a good spirit and have seemed so willing to work, I think you ought to be given some reward for it, so I take this opportunity to reward you with—(every one breathless with expectation) the teachers' thanks." (Alas, fellow-students never count on a holiday till you get it).

11. Edna Curtiss wrote so hard on her typewriter that she put it beyond use.

12. Virgil class slowly but surely turning into a class of ancient Greek singers, with their hair fast turning gray.

16. Mr. Jessee characterizes himself. "Many think me cranky, but I am not. I say exactly what I mean and don't beat around the bush."

17. Piano selection by Irene Griebel.

22. Edna gets a new typewriter. (Go easy, Edna).

23. First morning of singing — Would the basses just as soon sing as to make that noise?

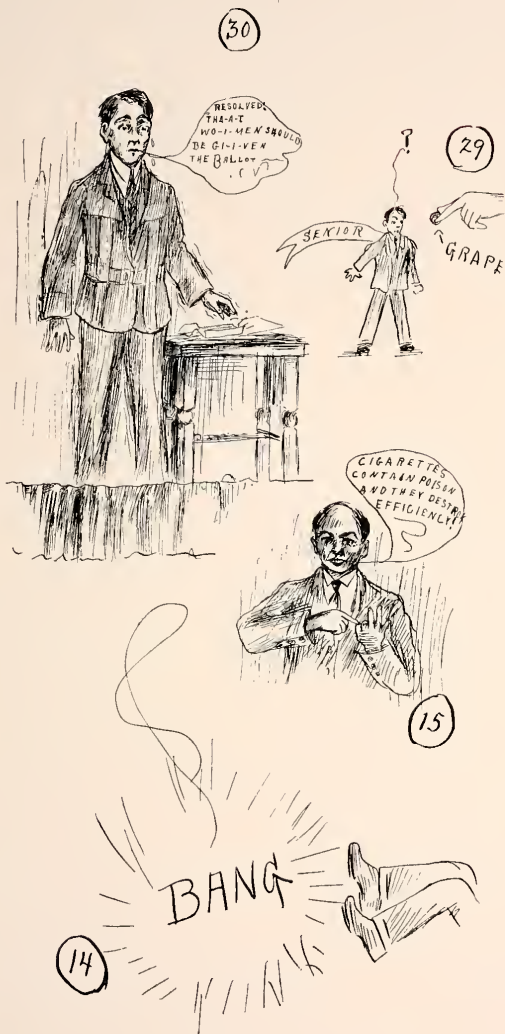
24. First Senior meeting.

26. Weenie roast and marshmallow toast held in Sager's woods by Seniors in farewell to Florine Goetz.



26





OCTOBER. 1913

8. Class organiza-
tion.

10. English 2 give
program in honor of
discovery of America.

13. School is dis-
missed the last period
in honor of Columbus
day.

14. Explosion in lab-
oratory—Mr. Blue tries
to blow up schoolhouse.

15. Mr. J. A. Jeffries
lectures on "Efficiency."

27. Florine Goetz
and Lorenzo Smith
married. (May all their
cares be little ones).

29. Virgil class treat-
ed to "A GRAPE." All
survive.

30. Debating Society
holds first debate.

31. Howard Dodge in
magic feats.



NOVEMBER. 1913

1. Judy Arvin has a new pair of shoes.

4. Civics class hold elections.

5. Senior Chorus organized.

7. Two days vacation.

14. English 3 class gives second Friday afternoon program.

19. Every one startled by the rustle of Margaret Yohn's peg top dress.

21. Senior class pins on hand.

26. Friday P. M. English 4 program.

School out for Turkey (Isn't it too bad that a fellow can get too much, even of a good thing).

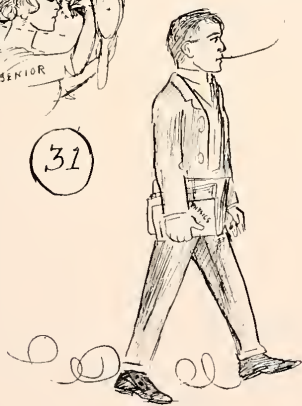
28. Prof. Jessee, alias Sherlock Holmes, performs some marvelous feats, showing his wonderful cleverness and ingenuity in his chosen line.





WALKING IN
CLASSES IS THE
BEST ATHLETICS
IN SCHOOL
ANYWAY

31



DECEMBER. 1913

1. School begins. End of Thanksgiving recess. Hard to consume knowledge after eating turkey.

8. Mr. Oakes takes Miss Mendenhall's place in Chemistry class.

10. Speech "Red Cross Stamps," by Miss Reynolds.

11-13. Farmers' Institute.

15. Walter Lloyd, Annette Collins, and Alma Welch (Seniors) win in Corn and Bread Contest at Farmers' Institute.

18. Mr. Timmons teaches Chemistry.

Speech in Civics by Skinny Lloyd on "Socialism."

19. 11:45 James Keliher and Joseph Bradley get away with a mock fight before Civics class.

1:20 English 6 program.

4:00 School out for Christmas.

29. End of Christmas vacation.

30. Every one willing to recite in Virgil. (?)

31. Speech by Mr. Jessee. School out for New Year.

Resolutions:—Freshies, "We resolve to learn to walk without help."

Sophomores, "We resolve not to cry for our milk."

Juniors, "We resolve to act like Seniors."

Seniors, "We resolve to improve our health by taking advantage of the opportunities for athletics in our school."



JANUARY. 1914

5. Trial: James Keliher vs. Joseph Bradley. James sues for \$15,000 damages for injuries received in a fight with Joe. Picture of trial taken.

6. Trial still on. Doctor Clifford does not know what the body is. (We wish to advise him to brush up on this point before he tries another operation, for not knowing what the body is, he may carve the table leg instead).

7. More trial. Detectives Gates and Burton give some evidence. Evidence all in.

8. Last day of trial, \$3,500 damages rendered. Poor Joe.

Examinations. "Lord of Hosts be with us yet, lest we forget, lest we forget."

Miss Benney to English 7, "What is the meaning of the word distemper?"

James Keliher, "Distemper is a horse disease."

9. Examinations.

12. 8:50 Cards. Many standpatters cannot bear to leave old subjects. "The Lord of Hosts was with us not, because we forgot, because we forgot."

11:00-1:20 Vacation.

1:20-4:00 First school of new term. All, except seniors, hate to work.

16. Mr. Jessee deals Joseph Bradley a few knock out drops in the ball.

29. Ben Clifford recites in Physics. Besides this he is normal.



FEBRUARY. 1914

4. Bennett Clifford makes his first recitation in history.

9. Oratorical Contest. Large crowd present. Winners are Bennett Clifford and Velma Daggett. Clifford treats to oyster supper at Albe's.

10. Piano duet given by Raymond Stowell and Allen Dalrymple.

11. Senior sleigh ride party. Mr. and Mrs. Jessee and Mr. Blue routed out. Party has refreshments at Albe's.

12. Why such sleepy looks on the Seniors? 1:20 Prof. Jessee skips school.

Election of Annual Staff.

13. Basket Ball. Valpo H. S. vs. Knox H. S. Valpo wallops Knox to the tune of 63 to 12. If the boys had had half a chance, they would have had an exceptional team this year.

24. Razor Back makes his second recitation in history.

26. Seniors entertained at Martha Stoner's. Walked home just for fun. We are not afraid of ghosts.

Senior girls develop a case on Owen Kenworthy.

27. English 2 class gives a patriotic program. Invite the teachers to a feed following. They lose a good chance to get the good will of the seniors.

MARCH. 1914

2. Edith Weems spent a half day dealing out knowledge to the little tots at Columbia School.

3. **Moving Day.** Mr. Jessee suggests a topic for debate among all students, "Each one think of, and take care of, his own irregularities." Class-color war on.

4. Had a visit from our old classmate, Berniece Farrar. Margaret Zimmerman tries to slide down the steps and hurts her ankle. Gary Conover treats class to a chicken supper and an evening's entertainment. (We are greatly indebted to Leslie Casbon for his fine taxi service).

5. Thursday — Students glad (?) to learn that they can study from 8:50 till 9 A. M. instead of singing. Did Miss Archer oversleep?

9. Seniors attend S. S. McClure's lecture on Madame Montessori's system of teaching.

Boys' loud tie contest begins. Coit Dolbover gets prize for first day, altho Bruce Loring receives honorable mention.

10. More liberty in school. We wish that McClure lectured every night.

12. Miss Beck in Reviews discussing the first and second Mexican sessions: "Joe, which session was made first, the 1st or the 2nd?"

16. Bruce Loring almost forgets to wear his flag. However, at noon, he notices his mistake, discards his dull tie and at one o'clock appears with a bright red danger signal.



(2.)



Military drill in Miss Benney's room.

17. Pady's Day. Who would have thought that the Seniors were Irish?

18. Alma Welch gives an interesting talk on her experiences at the Purdue short course.

March wind party at Orval Mains' home.

19. Orchestra. What sublime music!

Ben recites in Physics.

23. Juniors' Suffragette Program. "Let 'em suffer."

25. Boys preparing for a bake sale.

26. Lecture by Supt. Wirt of Gary.

28. Boys give bake sale to raise money for athletics.



(17)



APRIL.
1914

1. Rubber — April Fool's Day.

17. Seniors take part in Chicago contests.

MAY.
1914

2. Track Meet, V. H. S. vs. L. H. S. at La-Porte.

8. Edith Jones, Annetta Collins, Martha Stoner, Garland Windle, and Orval Mains, enter contests at Lake Forest.

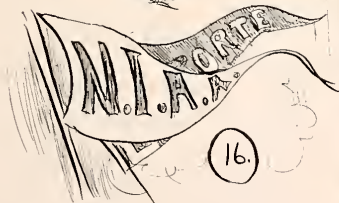
15. School ends. (Much sorrow?)

16. Field Meet of the Northern Indiana Athletic Association at La-Porte.

17. Class Sermon at Baptist Church.

19. Commencement at Memorial Opera House.

20. Alumni Reception, at High School.



(16.)





ALUMNI



HAS always been the custom of the V. H. S. Seniors when issuing their annual to give some account of the recent graduating classes. In this annual we will endeavor to locate the members of the classes of 1911, '12 and '13.

The following members of the class of 1913 are attending Valparaiso University: Kenneth Wade, Margaret Briggs, Elizabeth Bushore, Wade Crumpacker, Maurice Ellis, Amanda Gruenert, Wayne McDaniel, Marie McNay, Helen Neet, Lillian Rymer, Marie Timmons, Bernice Wolfe and Alla Bartholomew. Berniece Barnes is taking phonography at V. H. S. The following are employed by merchants in Valparaiso: Marguerite Bennet, Hazel Keeler, Gretchen Small and Louise Sprencil. Blanche Williamson, Helen Fehrman, Ruth Kellogg, Louise Roessler, Leroy Smith and William Jones are doing office work in Valparaiso. Tom Crosby and Raymond Harris are doing office work in Chicago. Lelia Bundy is spending a year in Colorado. Harry Martin and Holmes Martin are at Purdue University. Irene Vanouse is going to school at Hamlin College, St. Paul, Minn. Willis Detlef is farming, Geneva Cobb is teaching, Arthur Nolan is working in Valparaiso, and Mable Green is working in the Valparaiso Library, Martha Keene is at home, and Earl Wilson is working at the Crescent Factory, Valparaiso.

Of the class of 1912 the following are attending Valparaiso University: Frank Clifford, Glenn Heard, Adeline Amstutz, Harrison Steward, and Ralph Parks. Inez Parker is attending Rockford College and Genevieve Briggs is attending DePauw University. Nellie Bruins, Minnie Homfield and Lillian Jungjohan are teaching. The following are doing office work: Hazel Dewitt in Gary, Rubie Mudge, Marguerite Lembke, and Frank Fabing in Valparaiso. Florence Van Ness and Gertrude Fabing are employed by merchants in Valparaiso. Grace Chartier is working at the Vidette Printing Office in Valparaiso and Ray Dean is working at the plumber's trade. Simon Bushore is farming and Earnest Bick is studying medicine in New York.

The following members of the class of 1911 are attending Valparaiso University: Myron Conover, Dorothy DeWitt, Russel Doty, and Martha Nuppnau. Jennie Brown, Laura King, Grace Mains, Elsie Marquart (Philippine Islands), Margaret Pierce (Blanchard, Iowa), Ethel

Rands, Nellie Shinabarger, and Mildred Stoner are teaching. The following are at school at Ann Arbor: Mariola Cornell, Reginald Felton, and Edward Johnston. Melvin Stinchfield and Kenneth Wolfe are attending school at Purdue U. Mildred Loring and Ruth Evans are attending school at Lake Forest. Byron Findling is working in Valparaiso. Ross Foster is farming. William Strahl is doing office work in Gary. Aubrey Dye is shipping clerk for the Crescent Factory.

Those of the Alumni who have married during the last year are: Louise Richards (1910) to Berlyn Fishburn; John Stoner (1887) to Mittie Dewees; Jane Dalrymple (1906) to Rev. James Mordy, Brookstown, Ind.; Clara Marquart (1906) to Earnest Butler; Mabel LaForce (1908) to Milton Cheeseboro; Ben Schenck (1908) to Clara Beach; Wallace Wilson (1909) to Helen Hoffman (1909); Agnes Huntington to Grover Henry. Other changes in the Alumni records may be noted: Margaret McGregor Lytle of the class of 1894 has passed away since the publication of the last annual. Alma Marine of the class of 1900 has taken a position as teacher of business in the Grand Rapids High School. Neil Arvin of the class of 1906 is attending Harvard. Dow Johnson (1909) is a member of the baseball team of Idaho University, which recently went to Japan and played games in the principal cities of that country.

It might be of interest to know that the mothers of some of the members of the 1914 class graduated from Valparaiso High School. Garrett Conover's mother, Mattie Dille Conover, belonged to the class of 1892; Ruth Louderback's mother, Lola Clevenger Louderback, to the class of 1891; Margaret Zimmerman's mother, Mary Binnamon Zimmerman, to the class of 1890.

OWEN KENWORTHY.







ATHLETICS

Basket Ball.

TAST year's basket ball team made a very good record considering the weight and age of the players. Games were scheduled with some of the best teams in Northern Indiana. Out of the twelve games played, six games were won by Valpo, or fifty per cent of all games played were won. The basket ball team of 1913-14 made a far better showing—in fact we are proud to say, a better record was never made by a basket ball team. EVERY game played with outside teams was won by the boys in the maroon and white. BUT ALAS—here lies all the trouble. During the whole basket ball season of 1913-14 only one game was played with outside teams. There never was better material in the high school for a star basket ball team than this year. This fact was shown by the score we ran up on Knox, our only outside opponents.

Among some of the schools in Indiana a new system of carrying on athletic contests has been established. All interscholastic games have been replaced by interclass games. No outside games are played at all. Partly because of the objection of parents and partly because the high school has no gymnasium suitable for athletic contests of any description, this plan was adopted by Prof. Skinkle for this year.

Inter-class Basket Ball.

When it was learned that no outside games were to be played, four basket ball teams were immediately organized in high school, the freshman team composed of English I and II, the sophomores, of English III and IV, the juniors composed of English V and VI, and the seniors composed of English VII and VIII. These four teams played against each other for the championship of the school. After playing some two or three weeks, it was found that the juniors and seniors were the best two teams in the school. The deciding game was never played on account of the poor condition of the floor. Let us hope that the 1914-15 basket ball team has a decent place to play.

Track.

Valparaiso High School was admitted to the Northern Indiana Association in 1910. Every year Valpo has been sending a few men to So. Bend, where the annual meet is generally held, to compete. Last year some fourteen or fifteen entries were made, but on the day of the meet nary a V. H. S. laddie could be seen. They must have been attacked with a severe case of cold feet a day or two before the meet. The annual meet this year is to be held at LaPorte and Valpo expects to send a good team. LaPorte has also been kind enough to invite Valpo over there two weeks before the meet to take part in a dual meet between LaPorte and Valpo. We are going alright and expect to come home with the long end of the score.

The 1913 track team took part in two track meets, one with the Gary High School and one with the LaPorte High School. We first journeyed to Gary and although we did not win we had a fine time and came home feeling that the time had been well spent. The point getters at Gary were as follows:

100 yd. dash—Wm. Jones, 2nd; Wade Crumpacker, 3rd.

220 yd. dash—Jones, 1st; J. Bradley, 2nd.

440 yd. dash—Jones, 2nd.

High jump—Maurice Ellis tied for second place.

Pole vault—Ellis, 2nd.

Mile run—Walter Lloyd, 3rd.

Half mile—Archie Keene, 3rd.

Low hurdles—Hudson Deardoff, 3rd.

In 1912 LaPorte invited us over there to take part in a track meet and last year we gave them a return meet here. Owing to the lack of training our boys again came out with the little end of the score. The Valpo winners in this meet were:

100 yd. dash—Jones, 3rd.

220 yd. dash—Jones, 2nd; W. Crumpacker, 3rd.

440 yd. dash—Jones, 2nd.

High jump—K. Wade, 1st; M. Ellis, 2nd; E. Wilson, 3rd.

Discus—Tom Crosby, 1st.
Mile—Lloyd, 1st; M. Burton, 3rd.
Half mile—Lloyd, 3rd; Keene, 2nd.
Broad jump—Bradley, 2nd.
Shot put—Bradley, 2nd.

A strong team was organized this year to take part in the two field meets at LaPorte. As these meets will not be held until the last of May, we will not be able to record the results in this annual. This we will leave to the editor of the 1915 annual.

Football.

Football is a thing of the past in Valpo. In 1913 two games were played among the different classes in high school, but that was as far as the movement went. Last fall enough enthusiasm was aroused among the boys to buy a good foot ball. However, aside from kicking it up on top of the school building two or three times, nothing else was done.

Baseball.

Baseball seems to be lying in the grave beside football. No team was organized at all last year. We have a good place to play, but seem to lack the energy to get out and start anything. There has been some talk of organizing a team this year. The high school is full of good players and we hope that a good team may be organized.

Athletic Notes.

We have a good start toward our new gym thanks to the ladies of the Presbyterian Church.

Too bad the Junior-Senior basket ball game was never played.

We wish to thank that person, whoever he may be, who furnished the board to repair the gym floor.

Poor Knox, we hated to beat them, but what else could we do? It seems that they called us a bunch of rough necks in their paper down there—the rude things.

Homer became so excited down at Knox that he almost burst his suspenders.

63-12 isn't a bad score to bring home when we carry the big end of it.

A great discovery was made in the basket ball world when Paul Findling was unearthed.

The 1914 track team is certainly a husky one.

Who said the V. H. S. boys couldn't bake bread? Remember Saturday, March 28?

Andy Crisman intends to heave the 12 pound shot over that high board fence at LaPorte.

Here's hoping we come out ahead in both of our field meets this year.

H. S. GIRL ENGAGED IN ATHLETICS



Picking the Seeds From a Ripe Strawberry

YELLS

Rip! Rah! Rip! Roar!
Valparaiso High School!
1—9—1—4.

Rah! Rah! Rah!
Rah! Rah! Rah!
Who are we!
Nineteen Fourteen,
Can't you see!

OUR GYMNASIUM.



WHY have we not been given a decent gymnasium? The Valparaíso High School needs a good gymnasium more than any other one necessity. Doesn't physical development go hand in hand with mental betterment? Isn't physical strength the foundation of mental energy? Without it the brain is as inert as an engine without steam.

Compare our athletic advantages with those of the Gary High School, which has an athletic field and gymnasium all within sight of their building. And yet Valparaíso, a city ten times as old, lets us worry along with a gym about ten feet long and about five feet wide, so full of steam pipes and air shafts that a basket ball can not be thrown decently without striking one of them. We do not ask nor do we want a gymnasium as good as the Gary School has, but we would like to have one large enough to play games in without being so crowded together. Are we not worthy of such a gymnasium?

Have we not proved in recent years our worthiness by turning out good teams, sometimes championship teams, under greatly adverse conditions, such as the lack of a suitable gymnasium? We had a fairly good gymnasium until this year, but now that has been taken away from us.

We repeat why haven't we a good gymnasium? The answer is: public opinion has not demanded it, with the result that the Board of Education has spent its fund in other directions where the pressure has been greater.

What can we do about it? We can do more than any other group in the city. It is our gymnasium; we should work for it. Let's get a move on us and think up a good plan for raising the necessary amount.

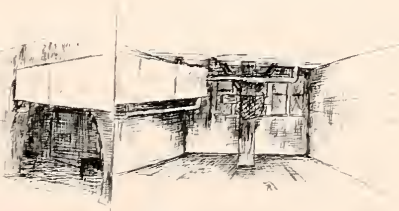
Let's talk—talk at home—talk everywhere—to anybody who will listen, and be ready with convincing arguments. Make it a live proposition and get things moving our way. We **MUST** have our gymnasium.

GARRETT CONOVER.

OUR OLD GYM



OUR NEW GYM



Notice the Improvement (?)



NOTICE—If you find anything sensible in this department, kill the Joke Editor.

You may not like our jokes but—
The ones who think our jokes are poor
Would straightway change their views,
Could they compare the ones we print
With the ones that we refused.

The Twenty-Third Psalm of the Freshmen.

Mr. Jessee is my Algebra teacher, I shall not want,

He leadeth me to march into the large south room,

He leadeth me beside the long black-board,

He restoreth my vocabulary,

Yea, though I understand it not, I will fear no evil for Mr. Jessee is with me,
His ruler and his gentle voice they comfort me;

He prepareth a test before me, without the presence of my Algebra book.

He anointeth my paper with red ink,
My grade runneth under;

Surely goodness and mercy shall follow all little Algebraists thru the first year,

And I should like to dwell out of the Algebra class forever.

Things Worth Having.

Mable Dille's complexion.
Ezma Cotterman's voice.
Esther Philley's optimism.
Verna Summer's cheerfulness.
Garland Windle's knowledge of autos.
Howard Dodge's originality.
Cynthia Willing's stony stare.
Marion Doty's eyes.
Jeannette Barnes' intellect.
Kate Longshore's ability to joke.
Edith Weems' ability to teach school.

The Scotchman sang that old time song,
And sang it with a sigh,

"For bonnie Annie Laurie I
Would lay me down and die."

"Begorra," said an Irishman,
"Catch me at no such trick,
For pretty Rosie Hogan I
Am hustling wid a pick."

Soph.—"Pardon me for walking on your feet, little man."

Freshie—"Oh, do not mention it, I walk on them myself."

History is vexatious
Civic is as bad;
The thought of Burke perplexes me,
And Latin drives me mad.

Miss Mac—"Why was Charles VII of France worth two men?"

Howard D.—"He was beside himself."

Owen K.—"Shall we cut the appendix out of the alumni?"

Orval—"To save the price of an operation?"

Mr. Jessee—"Two large brown buttons were found in the aisle this morning belonging to a sweater or an overcoat. I wish they would call and claim them."

Miss Beck (Reviews)—"If the British must leave Boston after Washington has seized Dorchester Heights where will they go?"

Zola Stroup—"To Halifax, I guess."

Miss Benney—"Do any of you know anything about William Morris?"

Joe Bradley—"He was the man who invented the steam boat."

Miss Benney (Reading the name of one of Browning's poems)—"What is that?"

Walter Lloyd—"Sounds like a new brand of Beer."

Miss Benney (trying to find a play for a class)—"I can't always find the right talent in a class, for instance, in one play two boys wouldn't make love as they were supposed to, so we couldn't give it."

Howard D.—"Say, Miss Benney, have you any more of those plays hanging around."

By These Things Shall Ye Know Them.

Ruth Louderback by her blushes.

Helen Wark by her laugh.

Prof. Skinkle by his nose.

The Juniors by their criticisms.

John Shatz by his hair.

Frederic Arvin by his innocent look.

William Schenck by his flannel shirts.

Ruth Cornish by her meekness.

Gail Fehrman by her dimples.

Ruth Bennett by her coiffure.

James Keliher by the size of his feet.

Herman Marquardt by his hair-cut.

Bennett Clifford by his sighs (size).

Envy the Teachers?

1. The main provision of the Mayflower compact was potatoes.

2. Small-pox can be prevented by fascination.

3. Three heavenly bodies are Father, Son, and Holy Ghost.

4. Pompeii was destroyed by an eruption of the saliva from the Vatican.

5. The invention of the steam boat caused a net work of rivers to spring up.

Miss Benney—"Mrs. Browning saw Casa Guidi in the street and started the poem of 'Casa Guidi Windows.'"

Bennett C.—"If she had passed me on the street she would have written a poem on beauty right away."

Ye Fakult!

Youjean Seinekul

Miny Mack Intire

Homur Jesl

Maybell Beny

Ohlea Welltea

Tomace Blew

Mabill Beke

Maybil Yung

M(eye)ra Menndennhall

Eyera Spere

Maye Mack Clinlee

Mildrid Archur

Alexandur the Stowt

She failed in Latin, flunked in Chem.,

They heard her softly hiss—

"I'd like to find the man who said,

That ignorance is bliss."

Who was the first person to swear?

Eve; for when Adam asked her if he might kiss her, she said, "I don't care A-dam if you do."

Orval—"Did you get all the questions in the test?"

Velma D.—"Oh, yes! It was the answers I didn't get."

Miss Benney—"Does any one know who St. Simeon Stylites was?"

John C.—"Wasn't he one of those monkeys who lived on a pole?"

The Cold Air Family.

We are s-s-sleeping on the roof,
We are b-b-bathing on the stoop,
We are d-d-dining on the lid
Of a b-b-backyard chicken coop.
We have t-t-taken up the rugs,
And the m-m-matting on the floors;
We have knocked the w-w-windows out,
We are l-l-living out of doors.
In the snow upon the l-l-lawn,
Sits the bub-bub-baby fat and cool,
And the older chu-chu-children go
To the fresh air Public School.
We are fu-ful-full of b-b-bounding health
Every moment of the d-d-day.
And the bu-bu-blizzards from the north
Find us sh-sh-shivering but g-g-gay.
And the neighbors envy us,
As we gug-gug-gather 'round the light
Of the street lamps out in front
Reading in the air at night.

Virgil.

But see, Aeneas terrified at the sight
His hair stands on end and his voice
sticks tight.
He longs now to flee and leave the sweet
lands,
Amazed at the warning in Mars' stern
commands.
What now shall he do? How approach
the mad queen?
To appease her with words—impossible
'twould seem,
He ponders now this, and now that in
his mind,
The queen comes upon him with anger
quite blind,
How now, Oh! unkind one, what plans?
There I see,—
Your men on the seashore, your ships on
the sea,
Are you planning to leave me?
To go on your way?
Aeneas, don't do it! Stay, cruel one, stay!
But if you must do it, oh you sweet
dream,
Me for the palace to take PARIS GREEN!

The Sophomores are the classy class,
The Freshmen are as green as grass.
While the Juniors lead in the dancing
hall,
And the Seniors think they know it all.

A careless "rube"
Blew out the gas,
On his grave they mow the grass.

Miss MacIntyre—"What did Alexander
do that he should be called 'The Great'?"
Gerald Timmons—"He was the leader
of the famous 'Ragtime Band.'"

Harold Shaw—"Have you any brown
ties to match my eyes?"

Clerk—"No, but we have some soft hats
to match your head."

If a body see a body
Flunking in a quiz,
And a body help a body,
Is it teacher's biz?

Howard Dodge—"I want my hair cut?"
Barber—"Any special way?"
Howard—"Yes, off."

A red canoe
A spooning two
A little tip
"Fond world, adieu."

Six on bobs,
Awful rate,
Telephone pole,
Golden Gate.

Jeannette's recitation in English—"Why
—ah—er, it means that ah—oh the uh—
oh well you know that—a—oh thing about
—oh you know—."

Maxims of the Seniors.

"A good guess is worth much, provid-
ing it be not recognized."

Wise is he who reads the foot notes.

Lucky is he who can read print at
eighty centimeters.

Yea, verily he who cannot recite is a
double failure.

Miss Benney—"I haven't enough books
to go around, so two people will have to
use one book."

Joe Bradley (quickly responds)—"Mar-
garet and I only need one book—we sit
together." (How jealous Jim must feel!).

Juniors.

J stands for Juniors, a very bright class.
U stands for useful, as is each lad and lass.

N stands for nothing, that Juniors can't do.

I stands for idle one but, of course, they are few.

O stands for orations the Juniors will say.

R stands for reward, to be given away.

S stands for Seniors, they'll all be some day.

Wanted: Individual mirrors in the North Hall. Julia Arvin, Jewel Hembroff, and Verna Hubble.

Wanted: A new knife with which to sharpen my pencils. Ruth Bennett.

Wanted: About two feet of Louie Stendahl's surplus height. Orval Mains.

Wanted: Another tie, any color, size 18" by 36". Harold Shaw.

Wanted: More "Rag Time." Louise Horn.

Wanted: A GYM. Everybody.

Wanted: Another pair of 10 cent spectacles. James Keliher.

Wanted: A larger leather bound head to hold my extended knowledge of Chemistry. Raymond Stowell.

Wanted: DIPLOMAS. The Seniors.

Oh! ye immortal Gods, where are we?
In what kind of a city do we live? What kind of a school have we? Here, here in our very numbers, pupils, in this most important school of this city, there are those who desire the defeat of our baseball team, who plan for the death of our school spirit. I, the principal, see them and ask their advice about this school, and those who ought to be thrust from this school I do not even wound with my words.

There was a queen renowned in fame,
Dido called for want of better name,
Who, in honor of Aeneas brave,
A banquet, rich in splendor gave,
She made him dine from night till morn,
Till he with want of sleep outworn
Grabbed his hat and made for the shore,
Sadly quoting, "O nevermore."

Miss Welty—"On what day did Caesar defeat the greatest number?"

Linus McCne—"On examination day."

Latin.

All dead who wrote it;

All dead who spoke it;

All dead who learn it;

Blessed Death! They earn it.

Lucius Catiline was a poor dub
Who got it into his empty nub
That he a good consul would surely make.
And so upon Cicero he did fake
To call on him early one morning.
But Cicero had before this learned,
And so next day he Catiline burned
With scathing words in the Senate House,
Till he felt that he was "nix coomer ouse"
And left next day in the morning.

The University of Shakespeare.

First Year—"A Comedy."

Second Year—"Much Ado."

Third Year—"As You Like It."

Senior Year—"All's Well That Ends Well."

Garland (on exams.)—"I can't express myself."

Mr. Stout—"Then take a freight."

Love is such a funny thing,

It's just like a lizard,

It curls its tail upon its back,

And crawls right down your gizzard.

Miss Benney—"Howard, what is a cow-slip?"

Howard—"I don't know, I never saw a cow slip."

John C.—"If there are pores in an egg, I should think the egg would leak out."

Miss Benney—"Preparing to finish a ghost story to the Seniors"—"Where did I stop?"

Edith Weems—"Where the dog died."

We've a dear little teacher in science,

In whom we place our reliance.

His knowledge is great,

What he keeps in his pate

Can always withstand our defiance.

Bennett couldn't write the "Class Will"
(Too busy studying?)

A Freshman stood on a burning deck
And so far as we can learn
He stood in perfect safety
He was too green to burn.

Physics Definitions.

Force: A body of policemen.
Unit of force: One "Cop."
Energy: What most of us lack.
Work: Man's natural enemy.
Theory: When a pupil takes his books
home he studies.
When a theory becomes a law: In the
sweet bye and bye.
Uniform Motion: Soldiers on parade.
Velocity: Rate at which we go to dinner.
Inertia: That which causes us to remain
in our seats when we don't know
our lessons.
Horse Power: Distance one horse can
carry one pound of water in one hour.

A green little boy, in a green little way,
A green little apple devoured one day,
And the green little grass now tenderly
waves,
O'er the green little apple boy's green
little grave.

Silently one by one,
In the records of the shirkers,
Blossom the little zeros,
The forget-me-nots of the teachers.

Miss Welty (Latin VI)—"What shall I
do with this money (5 cents) which
neither Kate nor Walter will claim?"
General Answer—"Treat the class."
Miss W.—"What shall I get?"
Nervous Walter—"All day suckers."
Playful John—"Nigger babies."
(Never saw the treat tho).
(I'll bet Miss Welty thot niggers
weren't on the market any more).

The Freshman's Recitation.

I guess—his start at least was true.
I think—he didn't do it tho;
I guess—and he began once more
I guess—I think—I know.

Life is simple, life is earnest,
And it might be made sublime,
If I didn't have to study
That durn'd old Latin all the time.

Orval (in Civics, talking of national
coins)—"Well—what's the difference be-
tween a half-dime, and a nickel?"

We learned from an English paper
that Shakespeare's works are written in
"plank verse."

Freshman "Are you taking Reviews?"
Senior—"Yes."

Freshie—"Well, what are Reviews?"

Senior—"Why (now I'll be very confi-
dential)—we either review what we
thought we knew when we knew that we
thought we knew all that was thought to
be known, or else we review what we
did not know when we thought we made
the teacher think that we knew what we
knew when we knew we did not know
what we thought we knew."

You may know her,
Whene'er you see her
As Frank's Jeannette,
The girl without a net.
Her eyes are black;
She's sharp as a tack;
And coquettish ways,
Thru all the days,
She surely doesn't lack.

Faculty Favorites.

Mr. Jessee—"Now I'll state it plainly
and briefly."

Miss Welty—"D'y'e understand that."

Miss Beck—"I have the floor please."

Mr. Blue—"You'll find it that way in
some text books, but it isn't right."

Mr. Stout—"Well, what is it?"

Miss Benney—"I want the talking stop-
ped."

Miss Young—"Forget that, and listen
to me."

Miss MacIntyre—"Buried in the ar-
chives, as it were."

Mr. Skinkle—"I don't know that any
class has ever done that before, so I
guess we better not start it now."

Oh, Physics class! Oh, Physics class!
How dreadful are thy tortures.

We wonder if our marks are good,
You leave a most despairing mood.

Oh, Physics Class! Oh, Physics class!
How dreadful are thy tortures!

Lives of Caesar still remind us
We can make our lives sublime
And by asking silly questions
Take up all our teacher's time.

Class Stones.

Freshmen Emerald
Sophomores Blarney-Stone
Juniors Grind-Stone
Seniors Tomb-Stone

Ashes is Ashes,
Dust is Dust,
If Algebra don't get us,
Latin must.

Mr. Blue (Physics I)—"Does dew fall?"
Garrett C.—"Dew Drops."

Lives of Seniors oft remind us
That they can strive to do their best
And departing leave behind them
Note books that will help the rest.

We are very grateful to the school
board for allowing students to enter High
School in January, for it is then that we
begin to long for something fresh and
green.

Their meeting it was sudden;
It was also very sad
She sacrificed her dear young life—
"Twas the only life she had.
She's resting 'neath the daisies,
She's resting peaceful now;
For there's always something doing
When a freight train meets a cow.

There's meter in music, there's meter in
tone,
But the best place to meet'er, is to
meet'er alone.

Miss Mac. (telling us where Carrett
lives)—"It's right over that way, where
the light is, but you can't see it."

Modern Translations.

Haec in Galliam.—Hike into Gaul.
Lacrimas dilectae pelle Creusae—Quit
your squalling for the misfortunate Creu-
sa.

Iam, iam nulla mora est?—Yum, Yum,
is there no more?

Amamus inter nos.—We love between
the nose.

Tunica inducitur artus.—He covered
his limbs with a tonic.

Femina dux facti—Woman Suffrage.

Olli, subridens hominum—Ollie smil-
ing at a man.

Et molem mirantur equi—And they
were awe-stricken at the mole on the
horse.

Et nullum dixit postquam mortuus est.
—And he said nothing after he died.

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"The Crisis"—Commencement.

"Childe Harold"—Harold Shaw.

"Proud and Lazy"—Herman Marquart.

"Together"—Mr. Blue and Miss Beck.

Miss Benney—"How much time did you
spend over your lesson last night?"

Bennett Clifford—"About ten hours."

Miss B.—"That's queer. You know abso-
lutely nothing about it."

Bennett—"Honest, I did. I chucked the
lesson under the bed."

He—"You're the very breath of my ex-
istence."

She—"Then hold your breath."

Bennett C.—"Did you ever take chloro-
form?"

Max Specht—"No, who teaches it?"

'Twas the day before finals,
And all thru the schools
Everybody was cramming
Even wise fools.

Miss Benney—"What aids are there in
producing emphasis in speaking?"

Walter Lloyd—"The hands!"

WE WOULD LIKE TO KNOW



HY there isn't room for Physics in the brains of the Seniors?

How Miss Welty can always call on a fellow who does not have his lesson?

If Mr. Jessee is obliged to remove his hat to have his hair cut?

Why Miss Benney yawns in our English class?

Why Mr. Blue constantly compliments the Seniors on their Physics lessons?

Why Mrs. Brook puts such low grades on the report cards?

Why Robert Wark holds his head so nice and straight?

If Miss Beck is a suffragette?

Why Miss McKinnis never married?

If shorthand made Miss Young short?

Why the Freshies **think** they are so big?

What makes Miss McIntyre so sober?

Why Miss Archer likes to sing, "I was seeing Nellie home?"

Why Foxy's knees shake when he lights the big light?

Who put the red necktie on Bruce Loring?

Where Raymond Stowell got his pompadour?

What Malcolm Burton's telephone bill is for talking to his girl?

Where Hawkshaw Shaw buys his neckties?

Why Bennett Clifford and Garland Windle are always the first ones present at the Senior parties?

If Miss Beck's favorite color is "BLUE?"

If Jim Keliher received the damages awarded him in his law suit?

If the Senior Class ever sang its solo?

If Walter Lloyd would explain his system of diet to Bennett Clifford?

How a fellow gets his credits without work?

Why Harrold Gates has such big feet?

Why that Tau Delta bunch are always late for school?

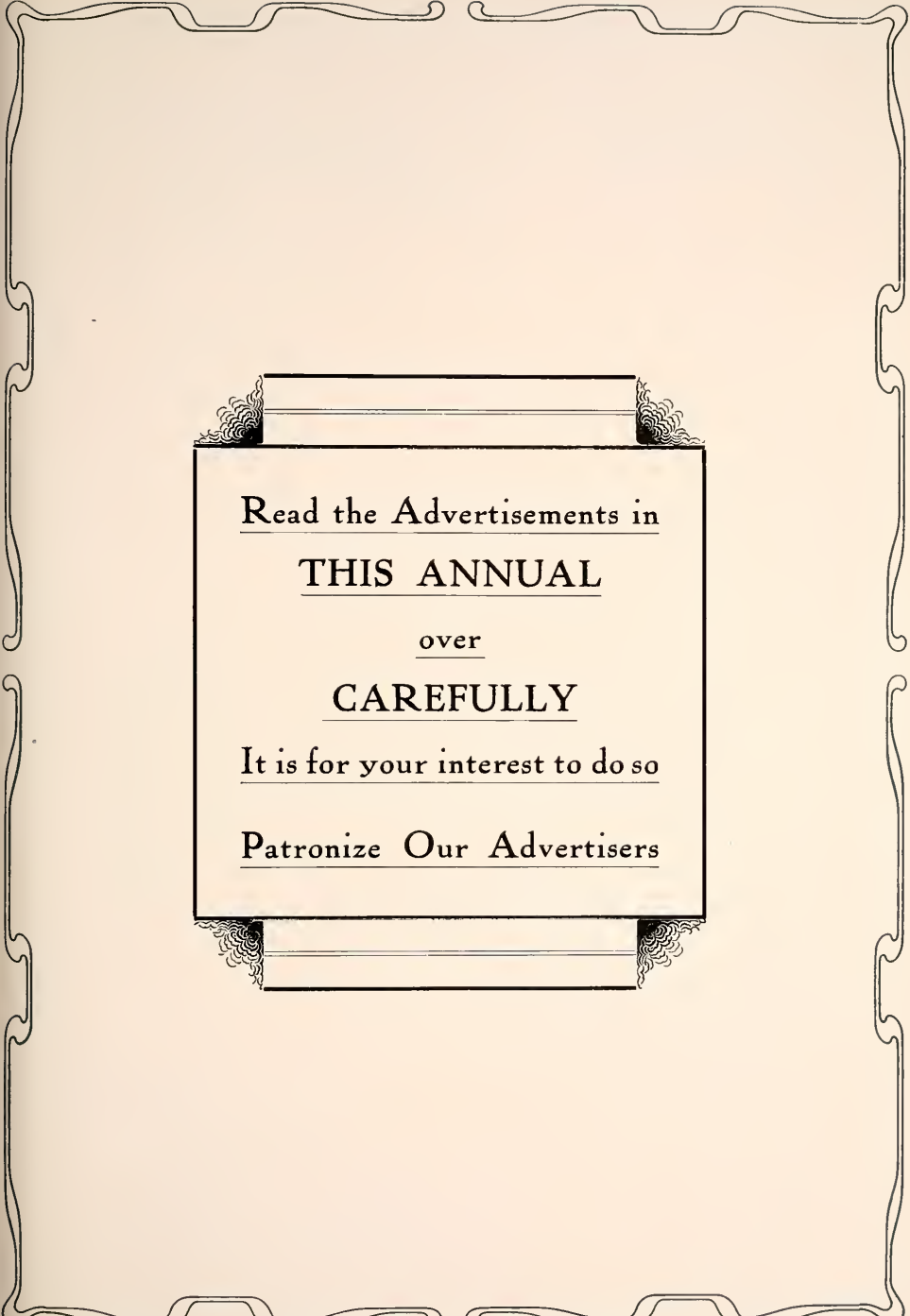

Mr. Blue (Physics)—"Suppose the atmosphere were incapable of taking up moisture,"

Martha Stoner—"It would be dry."

A goat ate all our other jokes
And then began to run.

"I cannot stop," he softly said,
"I am so full of fun."



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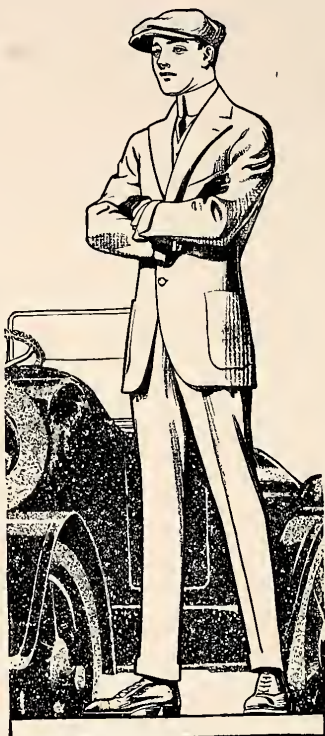
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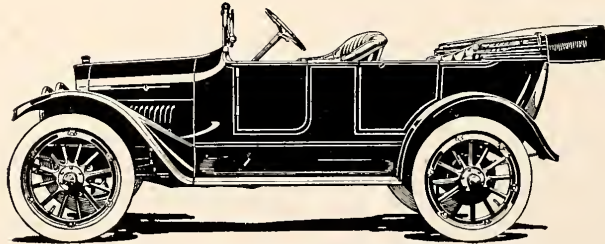
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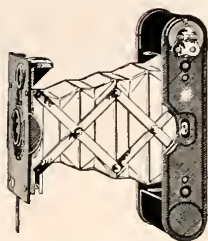
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